

201220-60028001

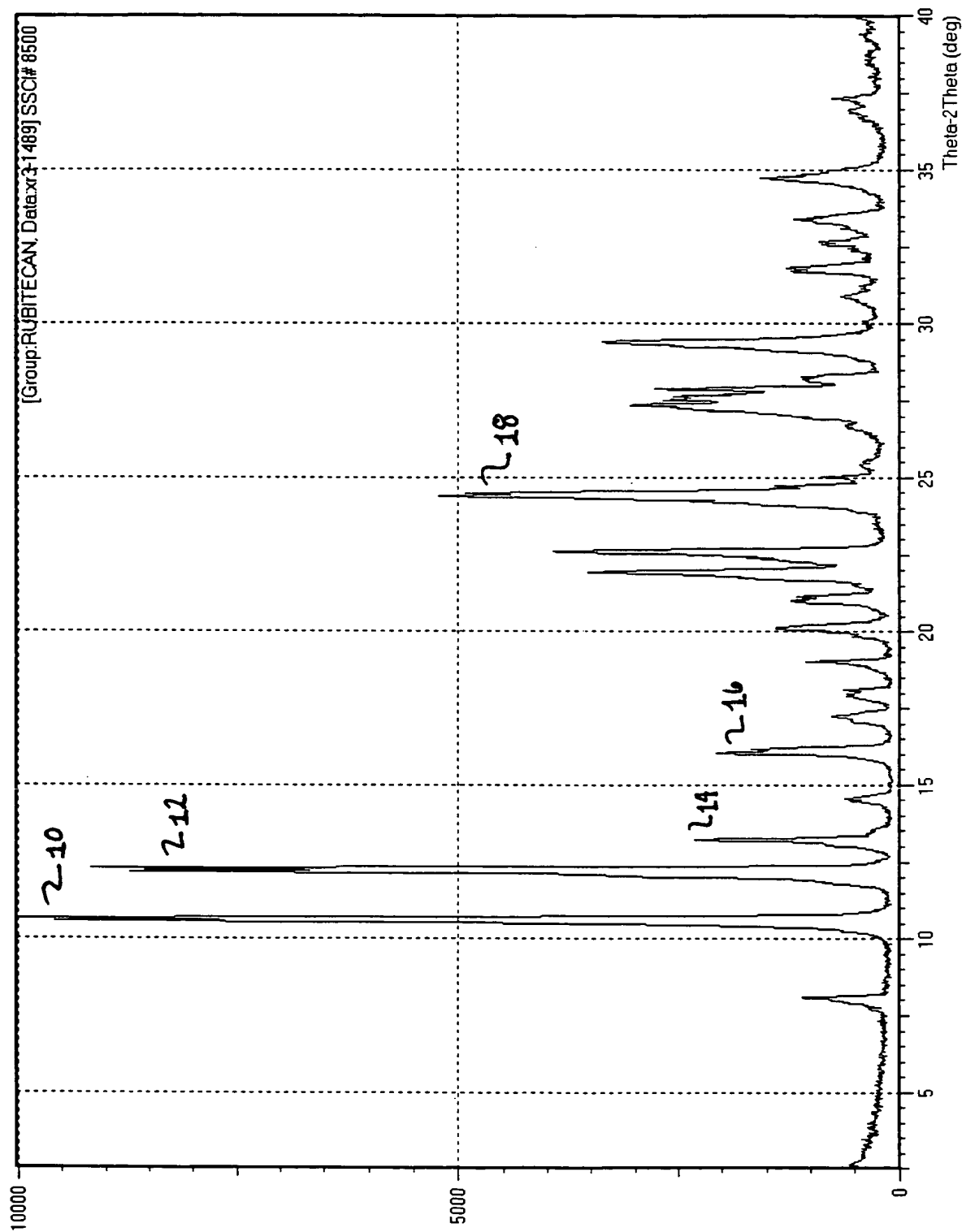


FIG. 1

DSC (bottom) and TGA (top) of Rubitecan Form A.

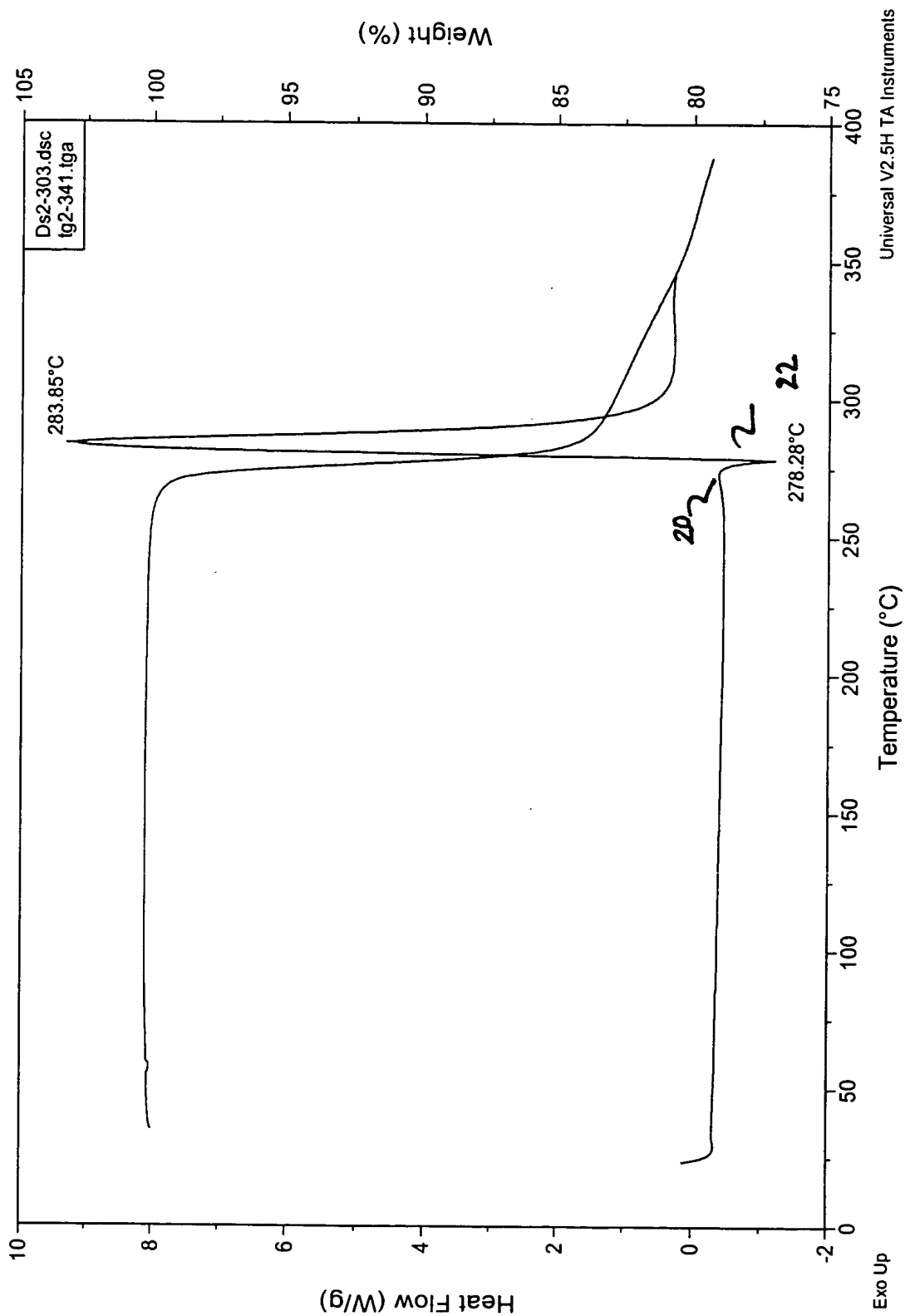


FIG. 2

IR Spectrum, Nicolet model 860 FT-IR

Acquisition Parameters
 Collection time: Sat Feb 26 18:06:50 2000
 Number of sample scans: 128
 Number of background scans: 128
 Resolution: 2.000
 Sample gain: 8.0
 Mirror velocity: 0.6329
 Aperture: 69.00

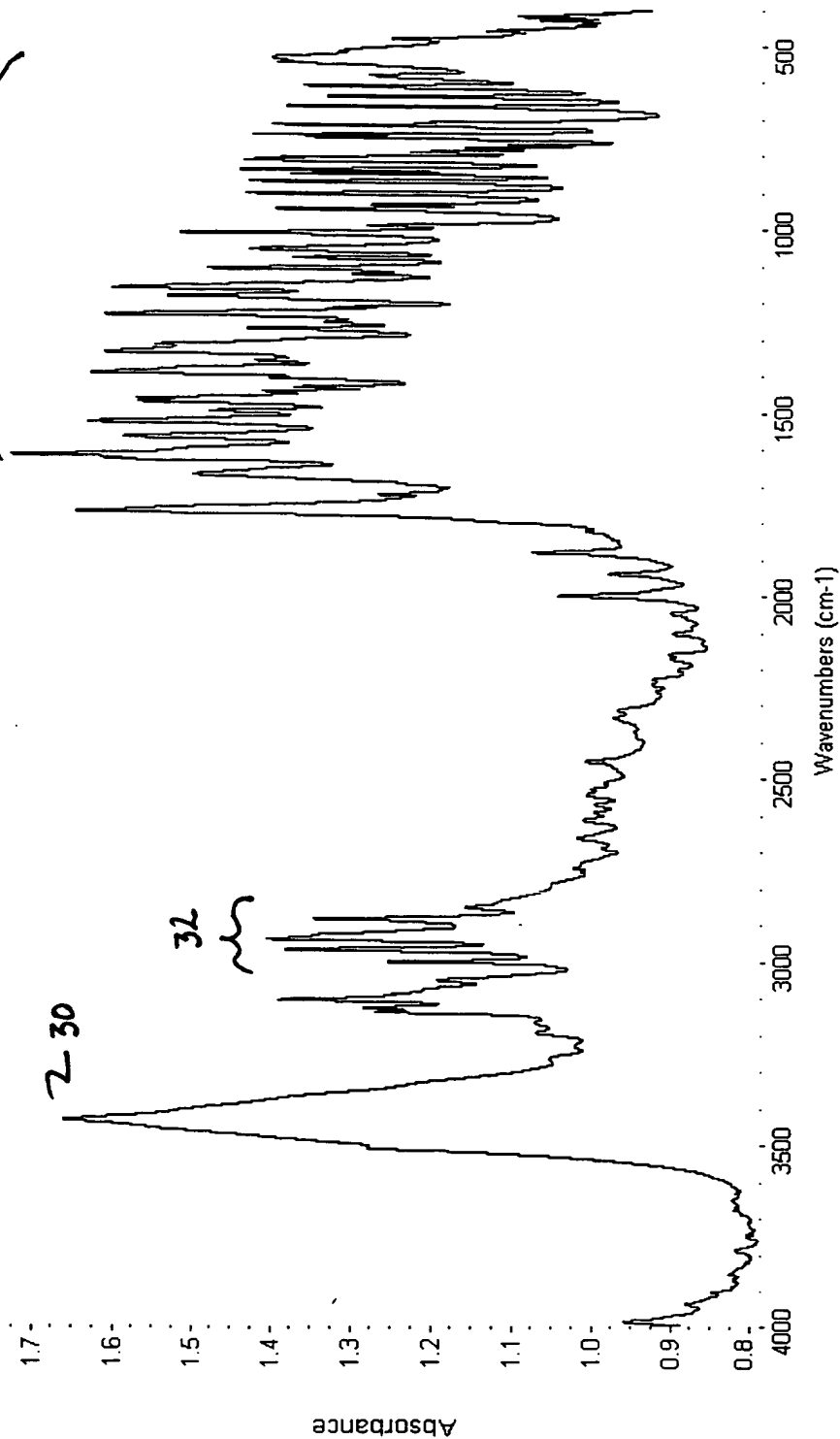


FIG. 3

301220-60028001

Raman Spectrum, Nic. let m. del 860 FT-Raman

Acquisition Parameters

Collection time: Sat Feb 26 20:43:15 2000
Number of sample scans: 128
Number of background scans: 0
Resolution: 4.000
Sample gain: 32.0
Mirror velocity: 0.3165
Aperture: 59.00

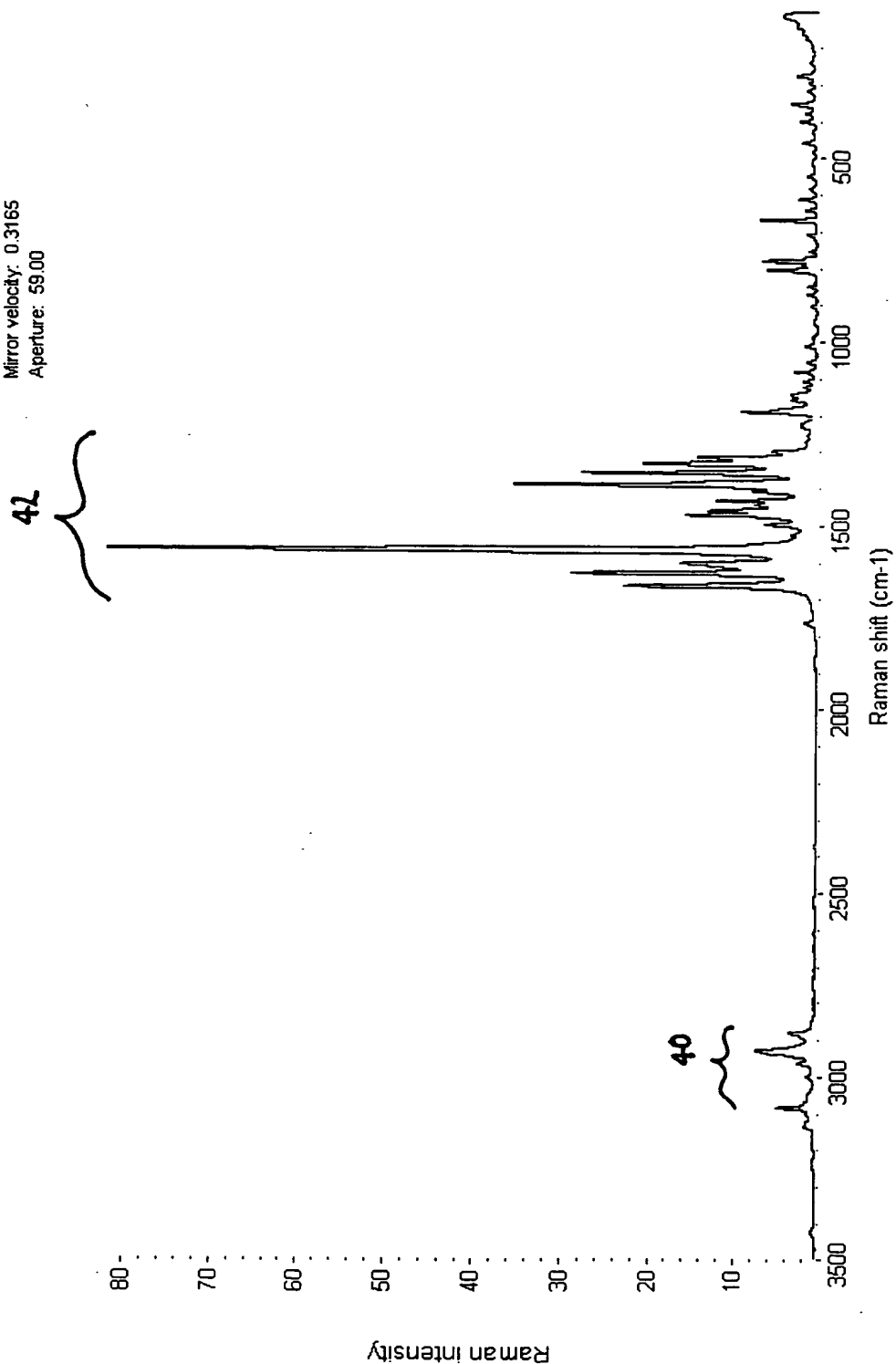


FIG. 4

201220-60028001

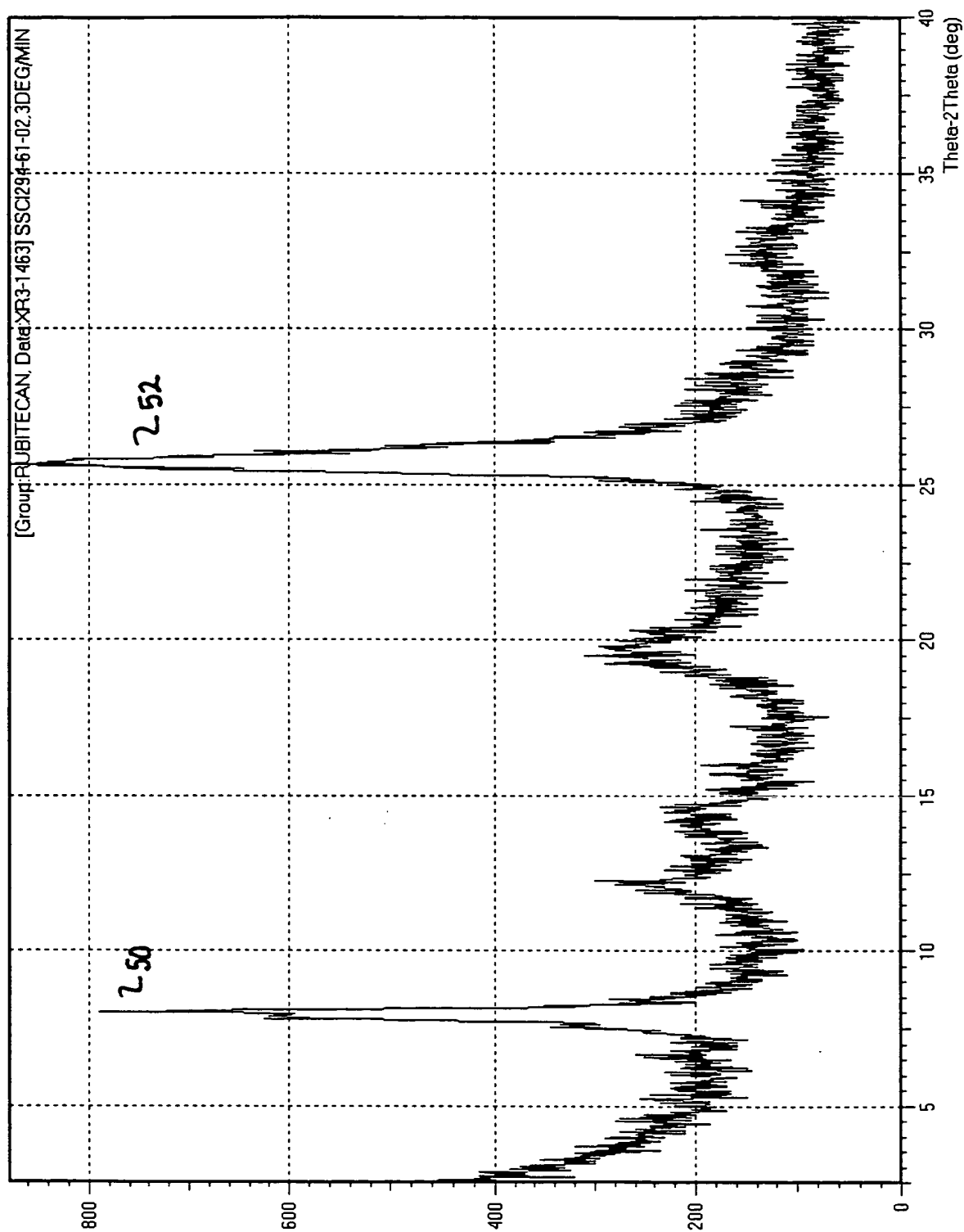


FIG. 5

201220 59928001
 DSC (bottom) and TGA (top) of Rubitecan Form B.

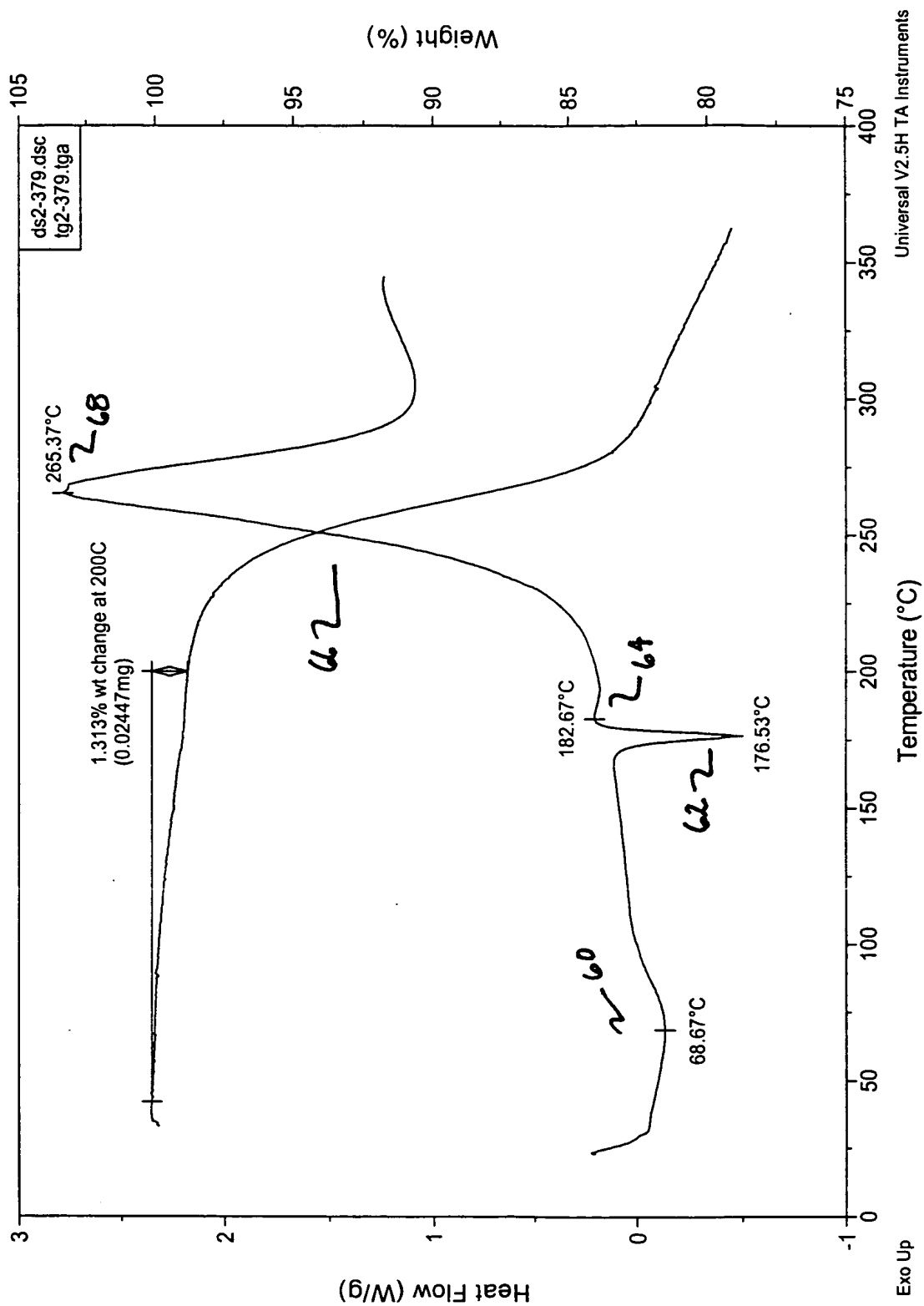


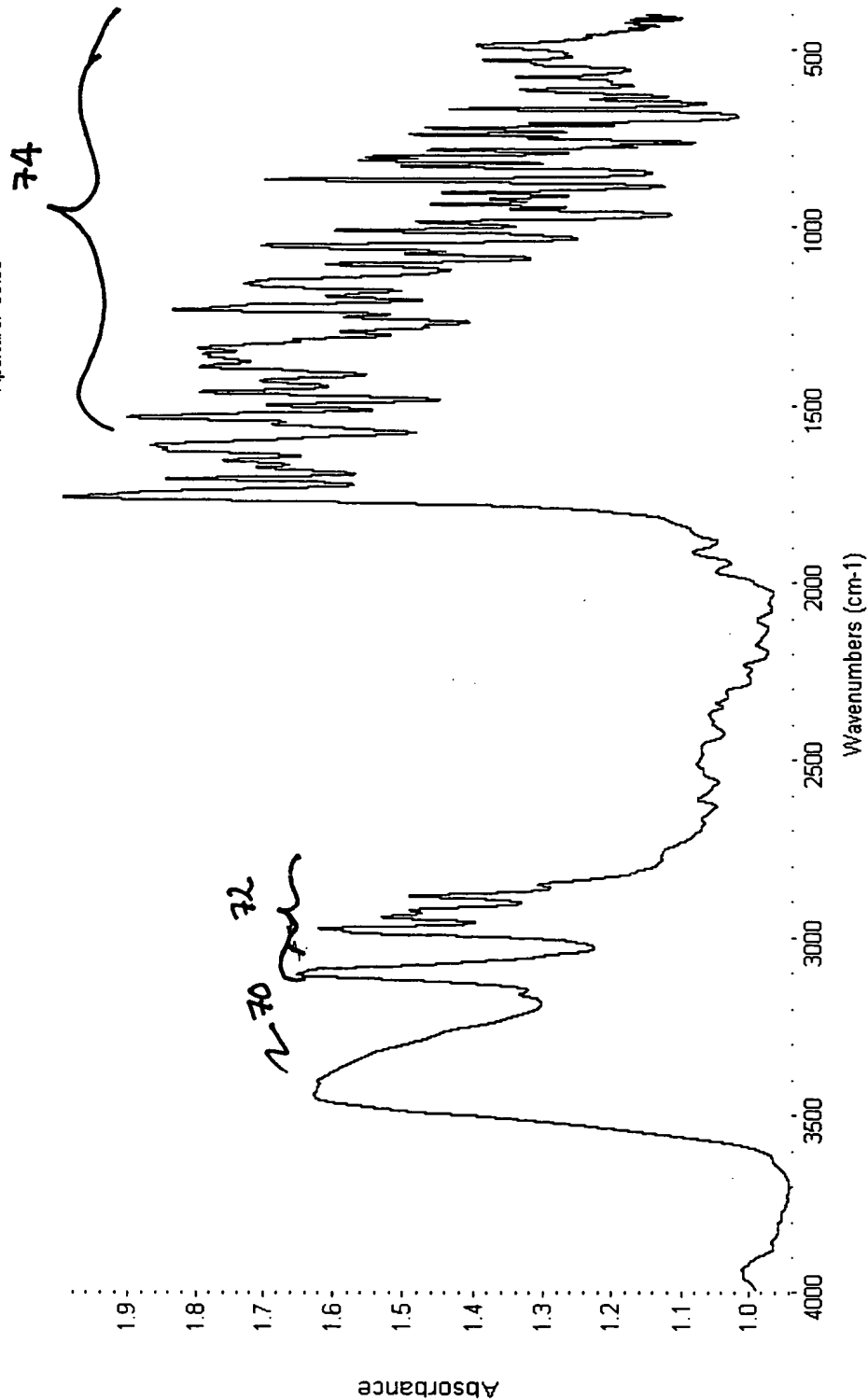
FIG. 6

20130220 00023001

IR Spectrum, Nicolet model 860 FT-IR

Acquisition Parameters

Collection time: Sat Feb 26 18:31:51 2000
Number of sample scans: 128
Number of background scans: 128
Resolution: 2.000
Sample gain: 8.0
Mirror velocity: 0.6329
Aperture: 69.00



7

FIG.

201220" 6002800T

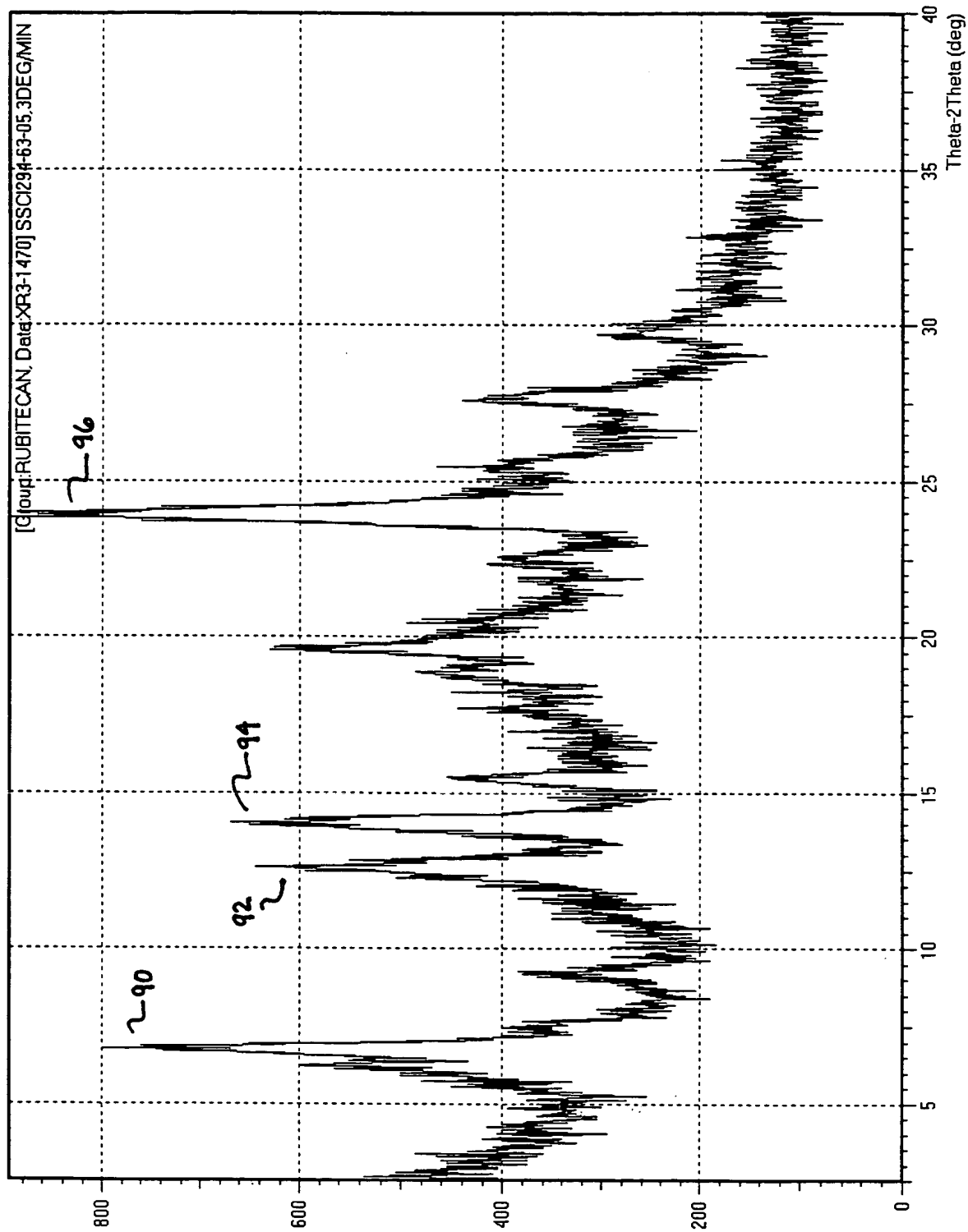


FIG. 9

Raman Spectrum, Nicolet model 860 FT-Raman

Acquisition Parameters

Collection time: Sat Feb 26 21:08:40 2000
 Number of sample scans: 128
 Number of background scans: 0
 Resolution: 4.000
 Sample gain: 64.0
 Mirror velocity: 0.3165
 Aperture: 59.00

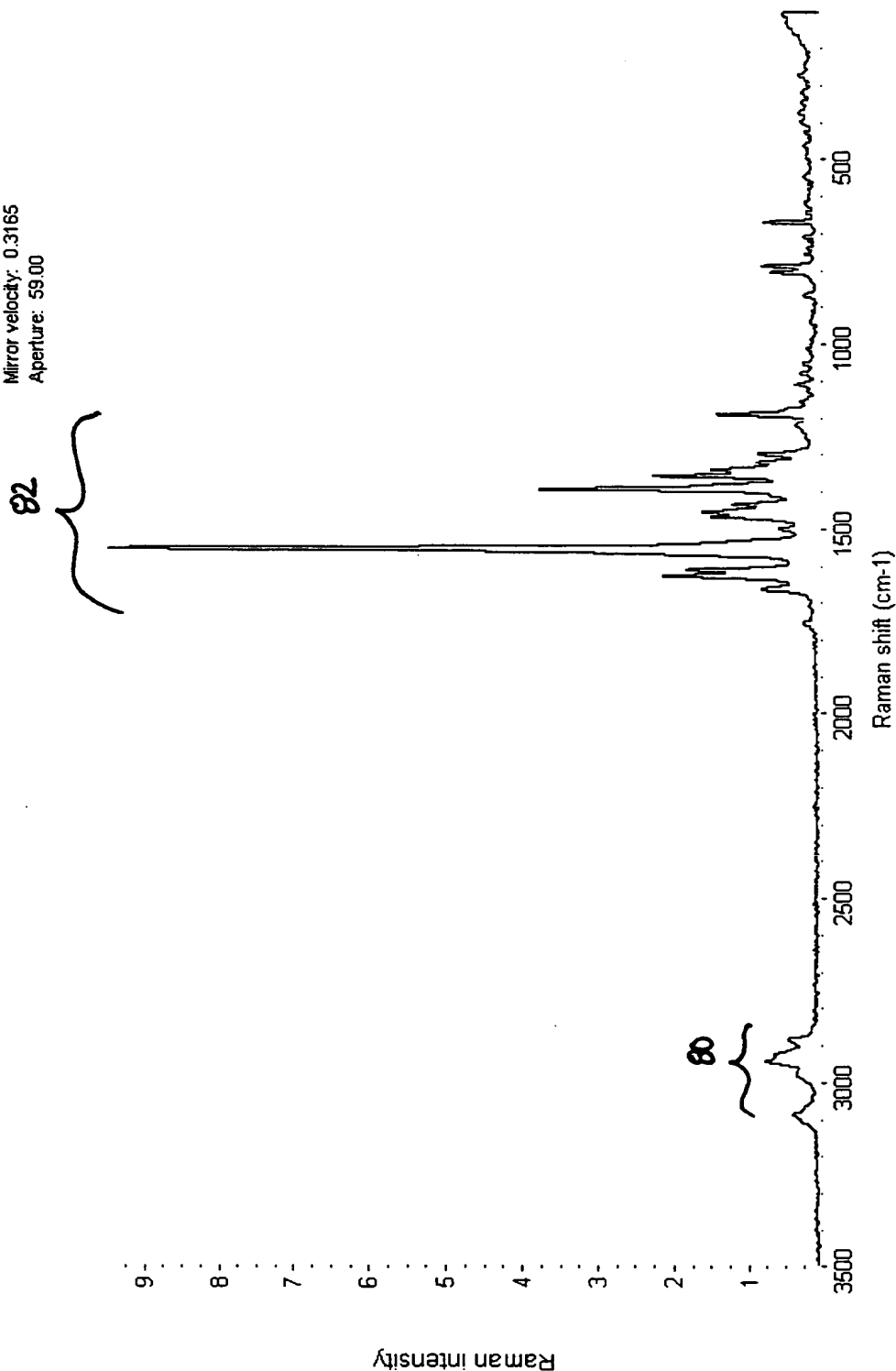


FIG. 8

301230" 50025001
DSC (bottom) and TGA (top) of Rubitecan Form C.

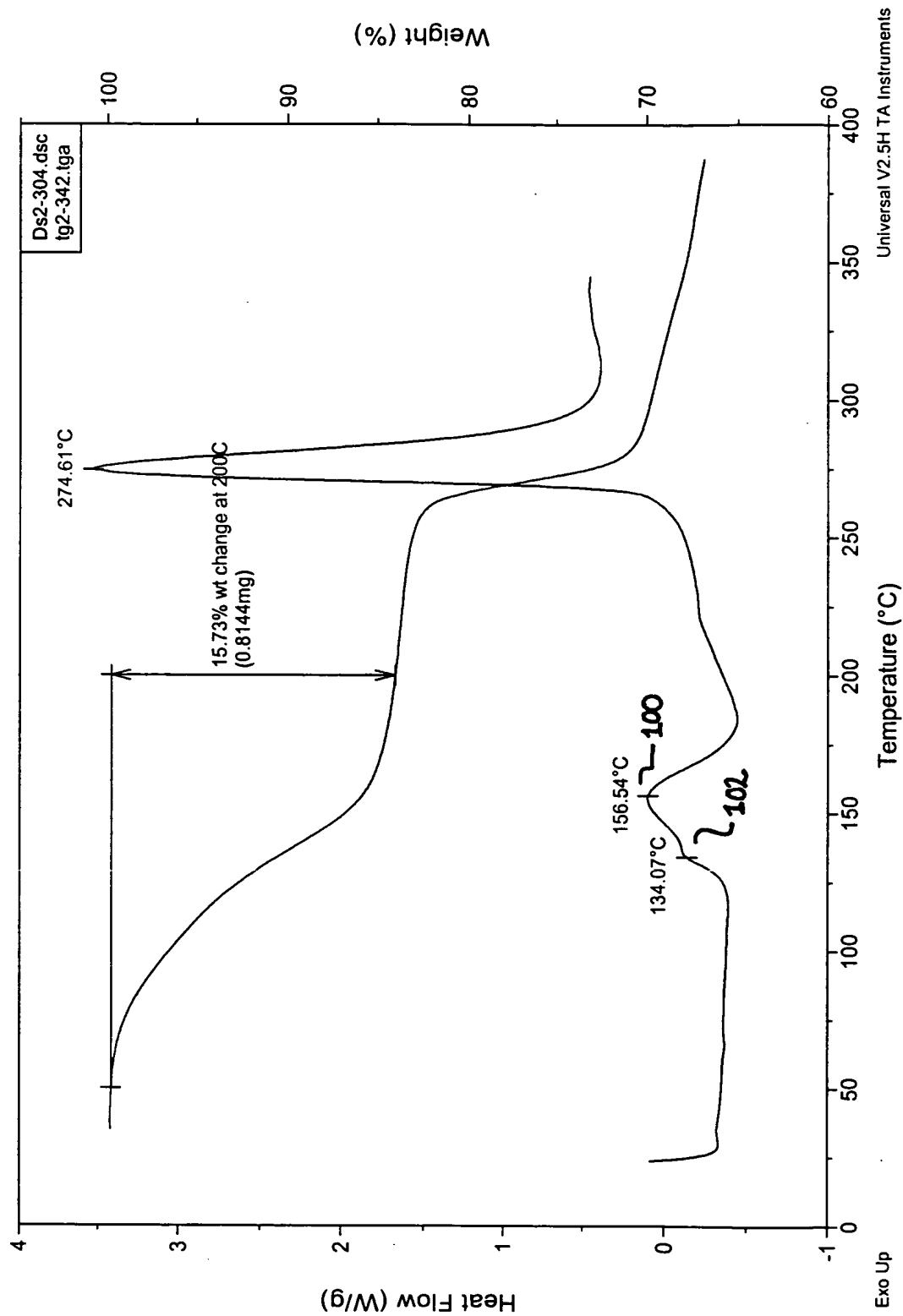


FIG. 10

201220-60039001

IR Spectrum, Nicolet model 860 FT-IR

Acquisition Parameters

Collection time: Sat Feb 26 18:40:03 2000
Number of sample scans: 128
Number of background scans: 128
Resolution: 2.000
Sample gain: 8.0
Mirror velocity: 0.6329
Aperture: 69.00

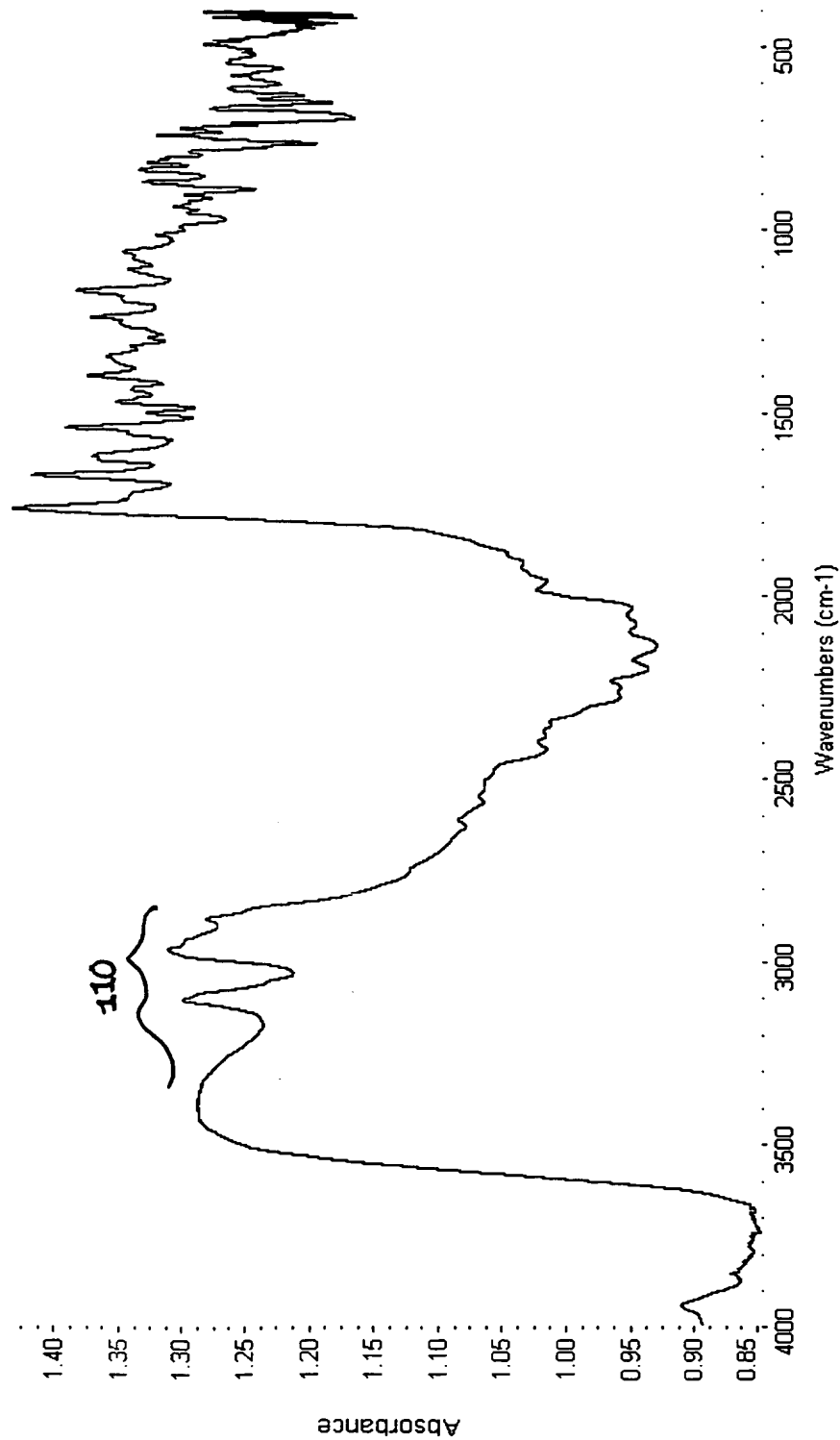


FIG. 11

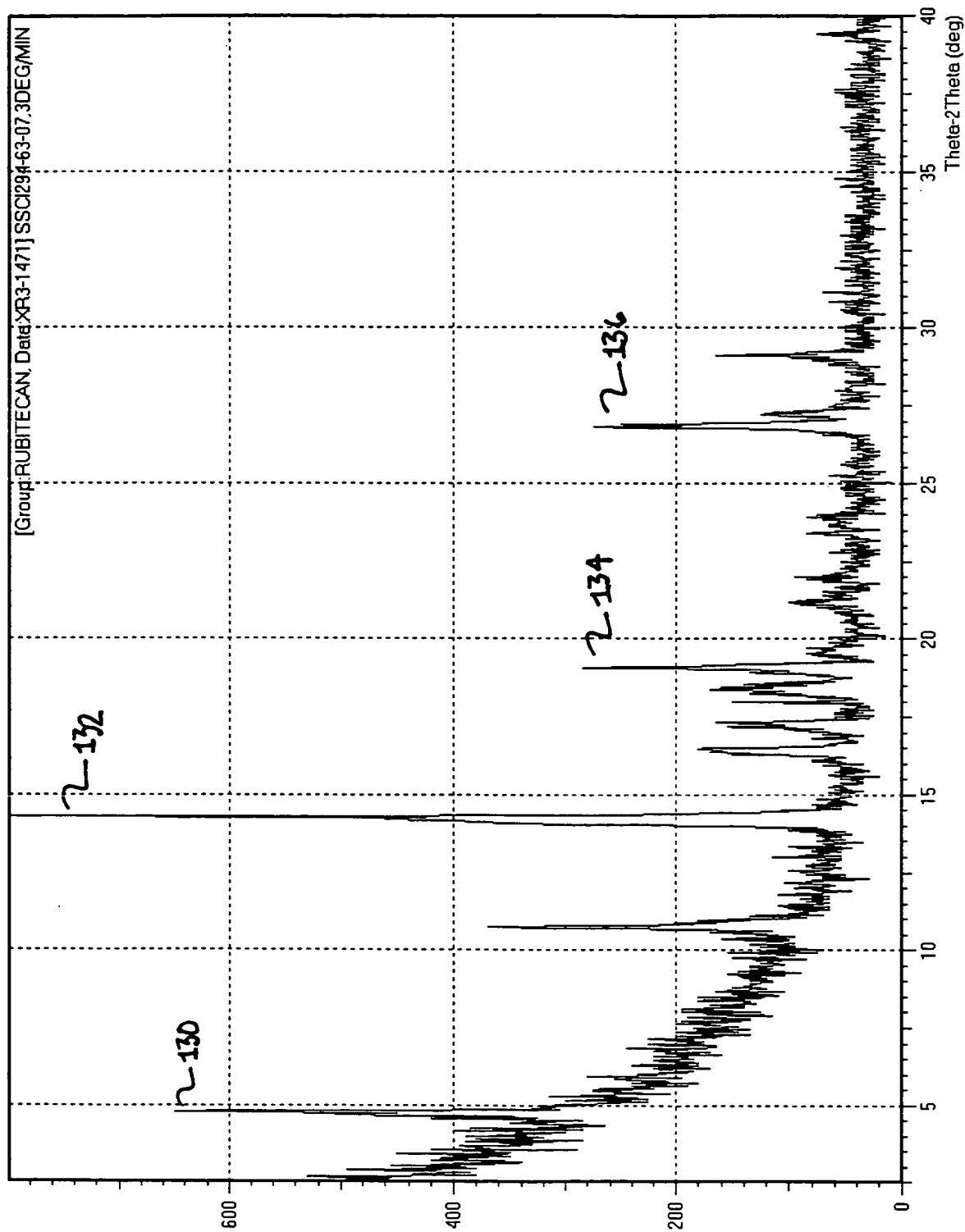


FIG. 13

001230-60038001

Raman Spectrum, Nicolet model 860 FT-Raman

Acquisition Parameters

Collection time: Sat Feb 26 21:02:29 2000
Number of sample scans: 128
Number of background scans: 0
Resolution: 4.000
Sample gain: 64.0
Mirror velocity: 0.3165
Aperture: 59.00

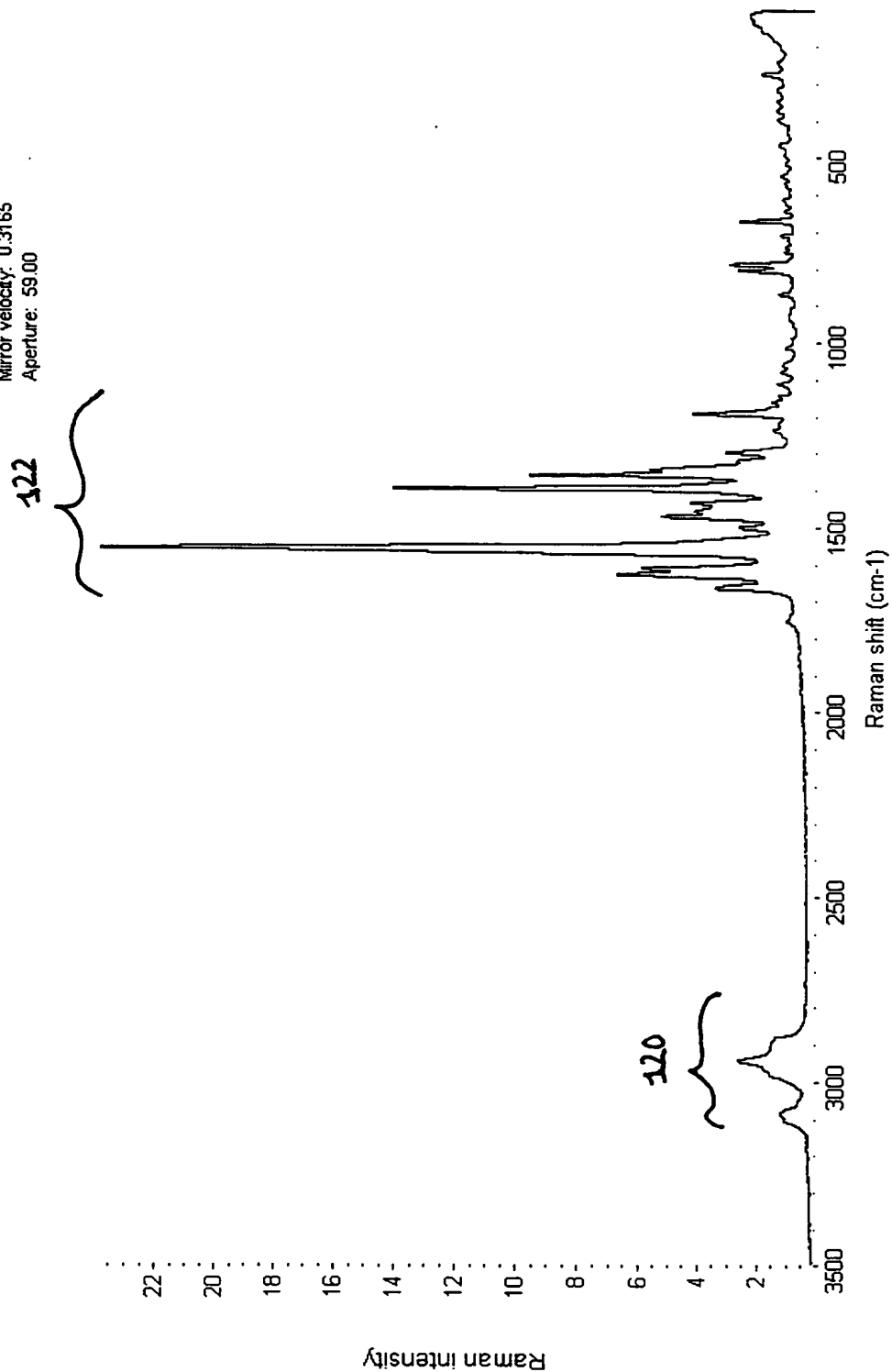


FIG. 12

DIFFERENTIAL SCANNING CALORIMETRY
DSC (bottom) and TGA (top) of Rubitecan Form D.

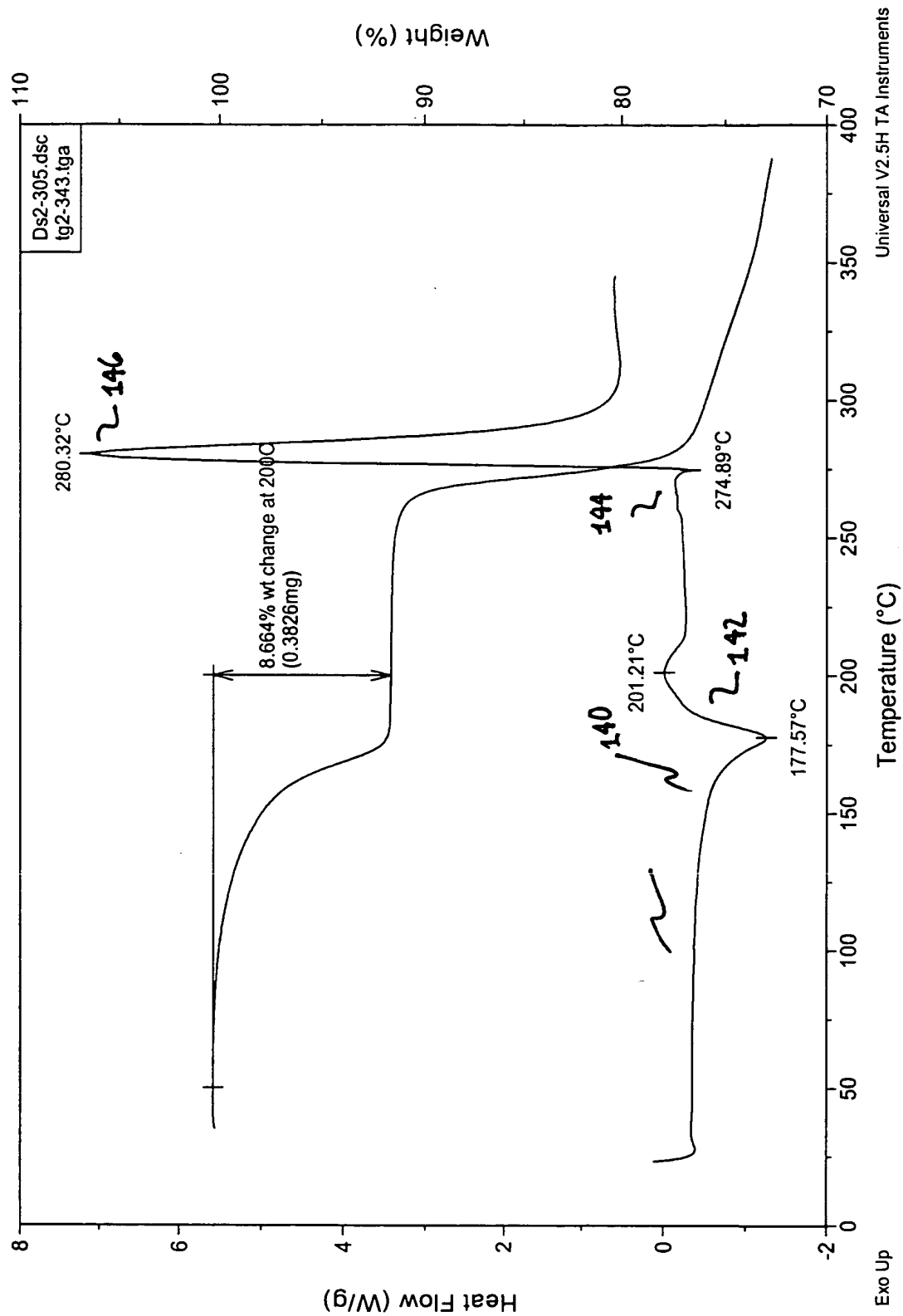


FIG. 14

IR Spectrum, Nicolet model 860 FT-IR

Acquisition Parameters

Collection time: Sat Feb 26 18:22:39 2000
 Number of sample scans: 128
 Number of background scans: 128
 Resolution: 2.000
 Sample gain: 8.0
 Mirror velocity: 0.6329
 Aperture: 69.00

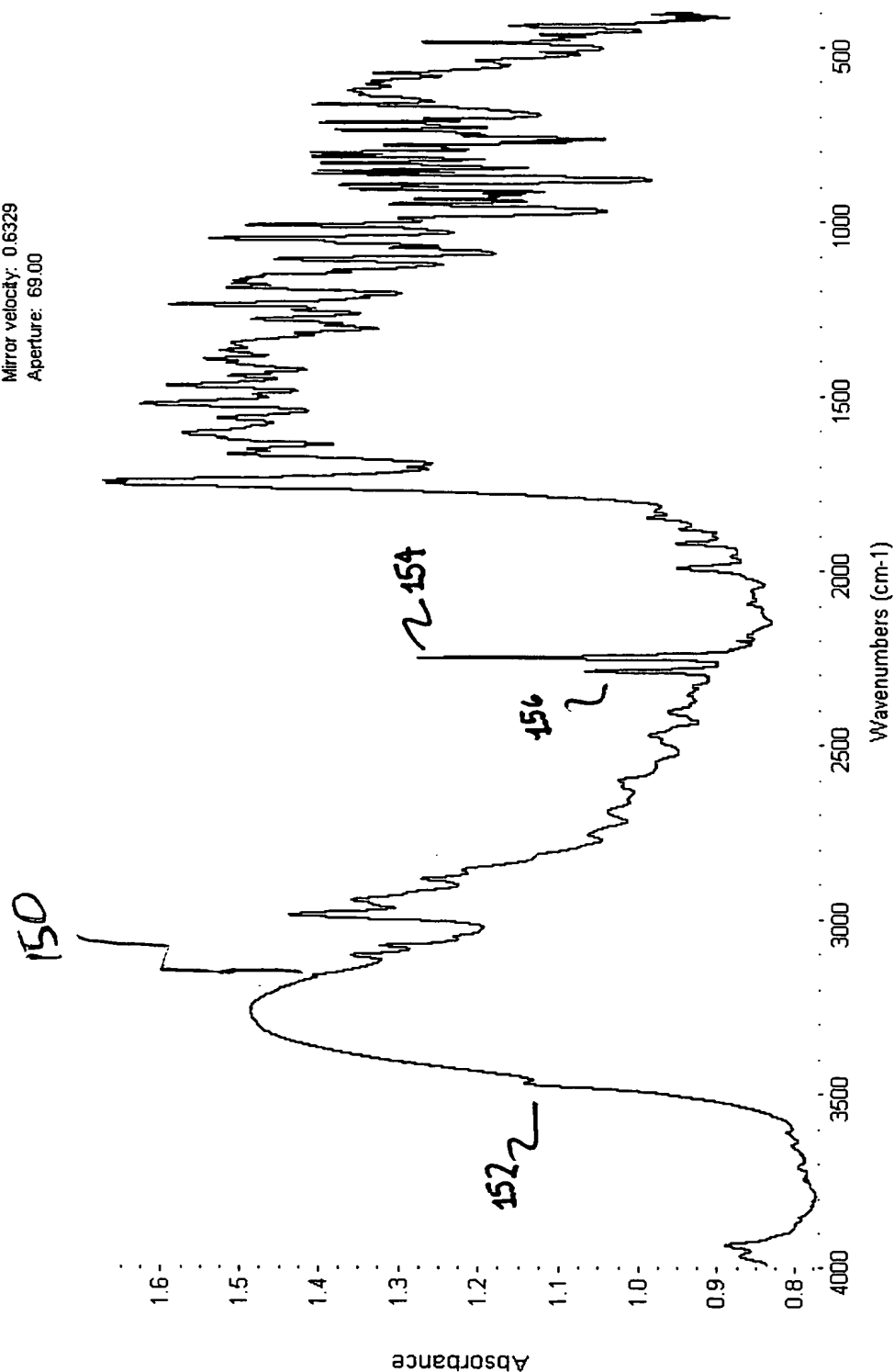


FIG. 15

201220 60028001

Raman Spectrum, Nicolet model 860 FT-Raman

Acquisition Parameters

Collection time: Sat Feb 26 20:49:39 2000
Number of sample scans: 128
Number of background scans: 0
Resolution: 4.000
Sample gain: 64.0
Mirror velocity: 0.3165
Aperture: 59.00

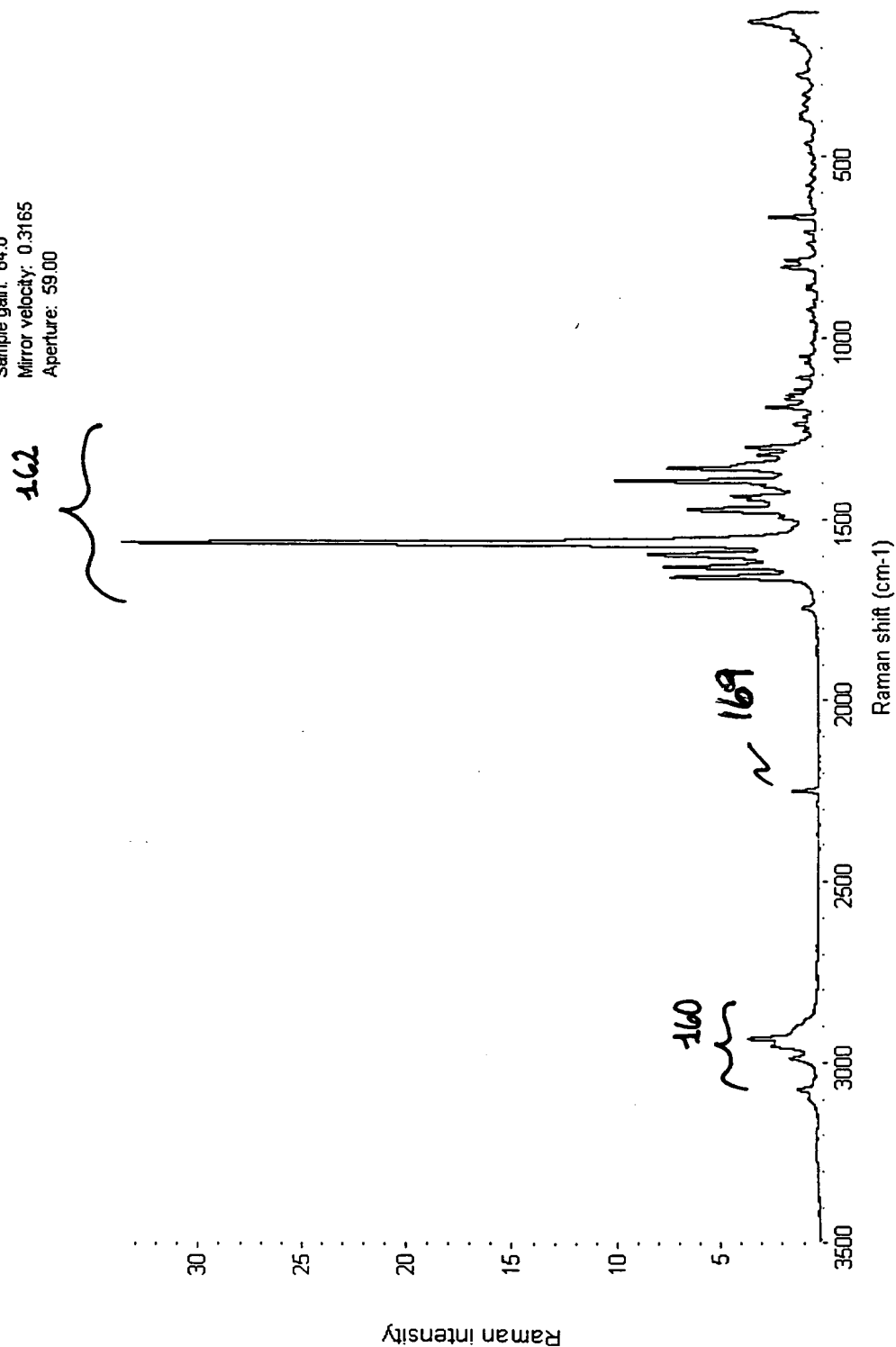


FIG. 16

Figure 1 consists of 12 histograms arranged horizontally, labeled x_0 through x_{11} . Each histogram shows the frequency of values for x_k ranging from 0 to 10. The distributions are approximately normal, centered at 5. The peak frequency (count) for each x_k is as follows:

k	Peak Count (at $x_k = 5$)
0	10
1	10
2	10
3	10
4	10
5	10
6	10
7	10
8	10
9	10
10	10
11	10

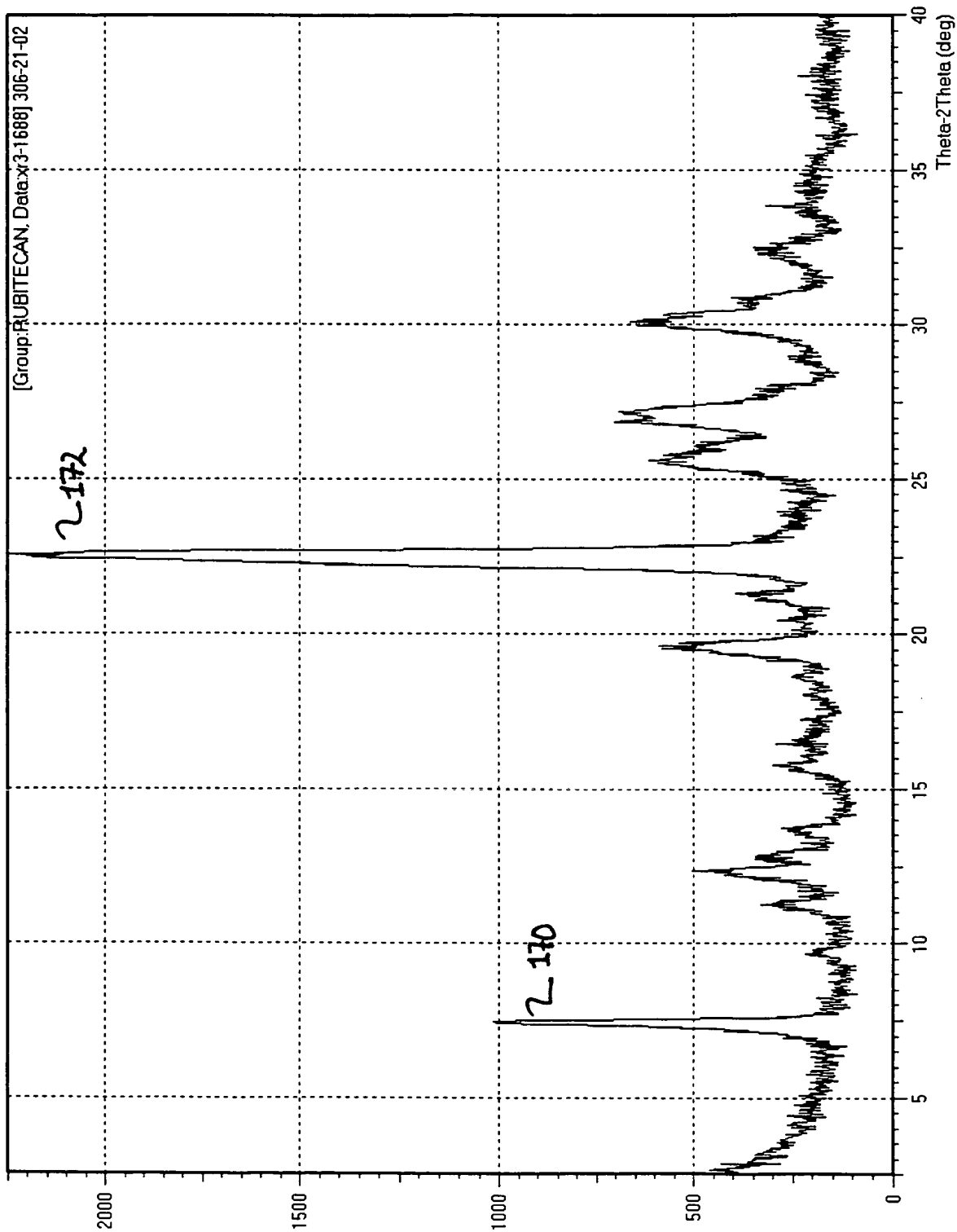


FIG. 17

Figure 1. The structure of the proposed model.

DSC (bottom) and TGA (top) of Rubitecan Form E.

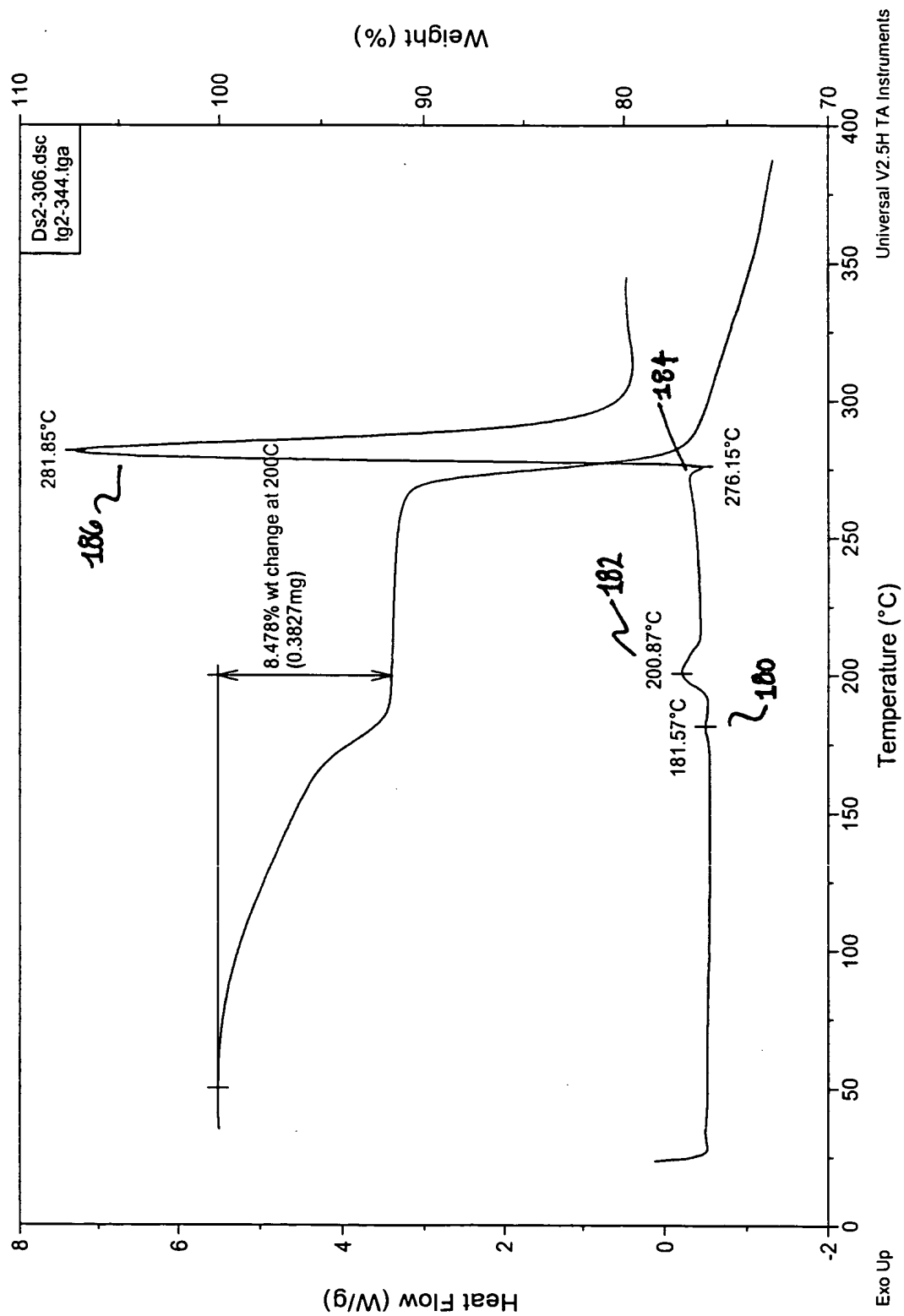


FIG. 18

2014220" 5002800T

IR Spectrum, Nicolet model 860 FT-IR

Acquisition Parameters

Collection time: Sat Feb 26 18:14:49 2000
Number of sample scans: 128
Number of background scans: 128
Resolution: 2.000
Sample gain: 8.0
Mirror velocity: 0.6329
Aperture: 69.00

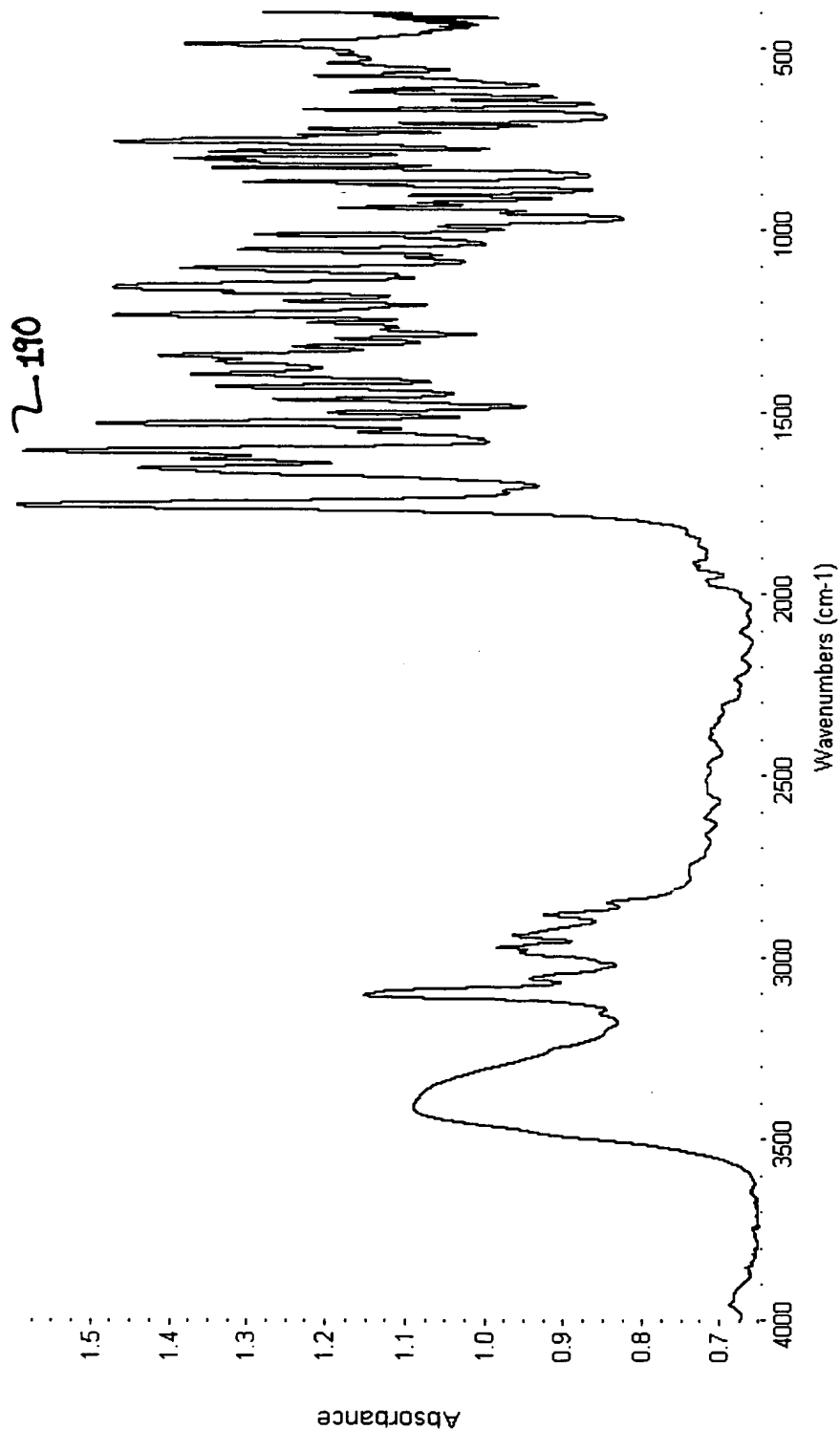


FIG. 19

Raman Spectrum, Nicolet m del 860 FT-Raman

Acquisition Parameters

Collection time: Sat Feb 26 20:55:54 2000
 Number of sample scans: 128
 Number of background scans: 0
 Resolution: 4.000
 Sample gain: 64.0
 Mirror velocity: 0.3165
 Aperture: 59.00

202

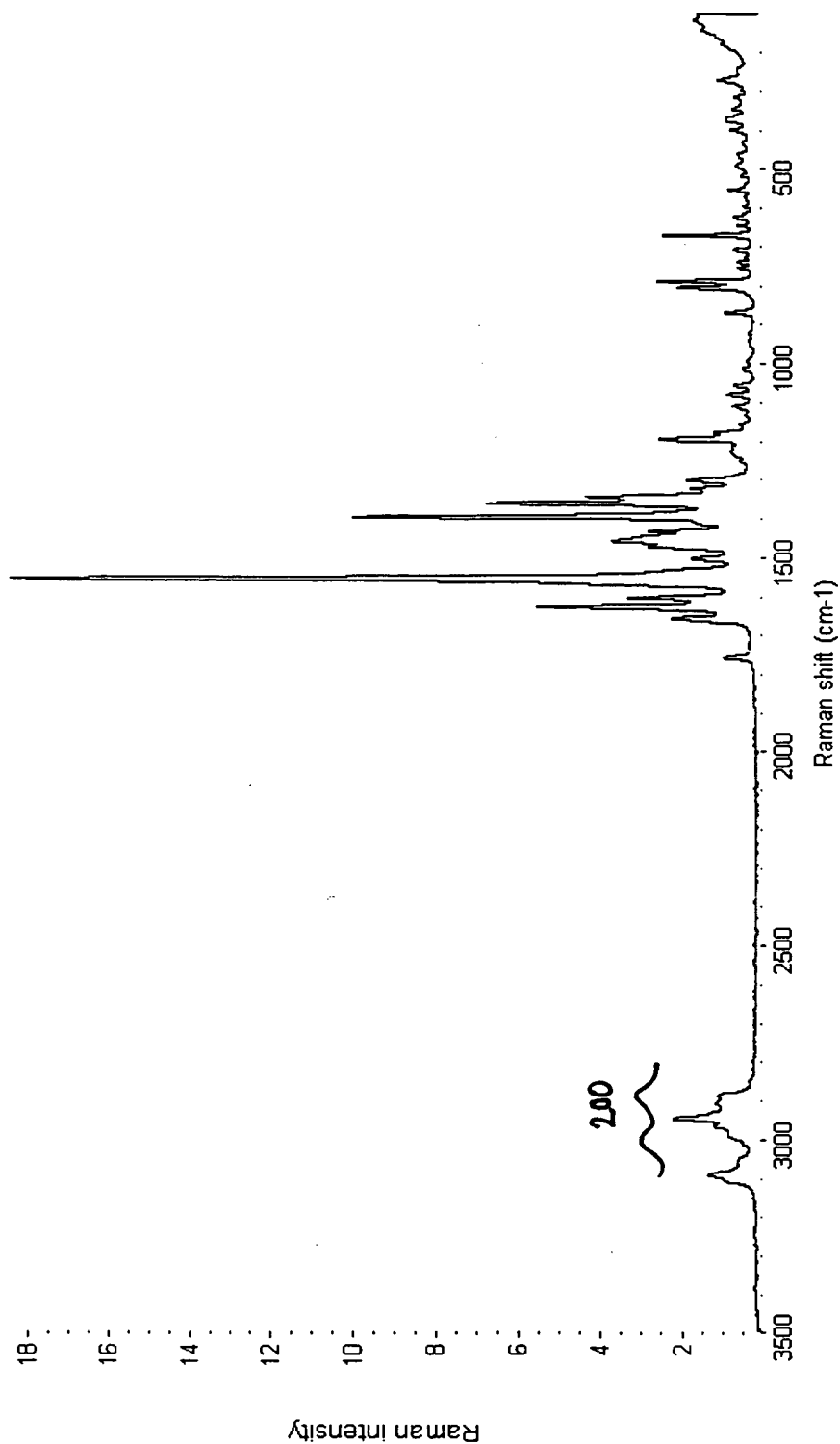


FIG. 20

1. The first group of students (Group A) was assigned to the traditional lecture method. They received a 45-minute lecture on the topic of "The Role of the Teacher in the Classroom." The lecture was delivered by the instructor, who provided a detailed overview of the topic and answered any questions that arose.

2. The second group of students (Group B) was assigned to the flipped classroom method. They received a 45-minute video lecture on the same topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned.

3. The third group of students (Group C) was assigned to the blended learning method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned. Additionally, they were assigned a series of online quizzes and assignments that they completed at their own pace.

4. The fourth group of students (Group D) was assigned to the self-paced learning method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned. Additionally, they were assigned a series of online quizzes and assignments that they completed at their own pace. This method allowed students to learn at their own pace and to receive immediate feedback on their progress.

5. The fifth group of students (Group E) was assigned to the hybrid learning method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned. Additionally, they were assigned a series of online quizzes and assignments that they completed at their own pace. This method allowed students to learn at their own pace and to receive immediate feedback on their progress.

6. The sixth group of students (Group F) was assigned to the flipped classroom method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned.

7. The seventh group of students (Group G) was assigned to the blended learning method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned. Additionally, they were assigned a series of online quizzes and assignments that they completed at their own pace.

8. The eighth group of students (Group H) was assigned to the self-paced learning method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned. Additionally, they were assigned a series of online quizzes and assignments that they completed at their own pace. This method allowed students to learn at their own pace and to receive immediate feedback on their progress.

9. The ninth group of students (Group I) was assigned to the hybrid learning method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned. Additionally, they were assigned a series of online quizzes and assignments that they completed at their own pace. This method allowed students to learn at their own pace and to receive immediate feedback on their progress.

10. The tenth group of students (Group J) was assigned to the flipped classroom method. They received a 45-minute video lecture on the topic, which they watched at home. In class, they participated in a discussion and a group activity that allowed them to apply the concepts they had learned.

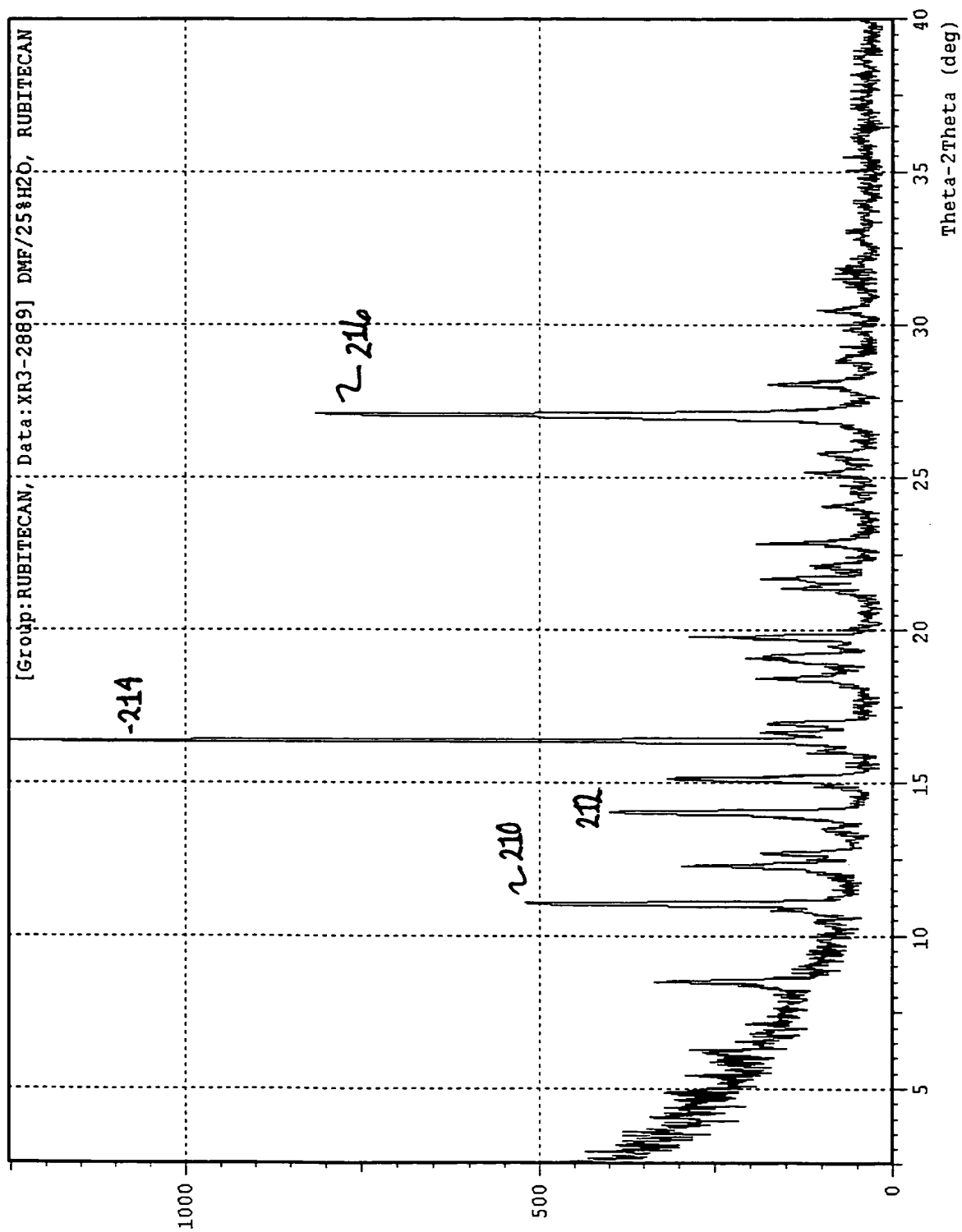


FIG. 21

Q1330" 60025001
TGA of Rubitecan Form F.

Sample: RUBITECAN
Size: 0.6500 mg
Method: RUBITECAN
Comment: SSC# 3131902, DMF/25%H₂O, A VS C, NTBK 270-62

TGA

File: D:\dsc\galg2-378.tga
Operator: BAC
Run Date: 4-Apr-00 10:07

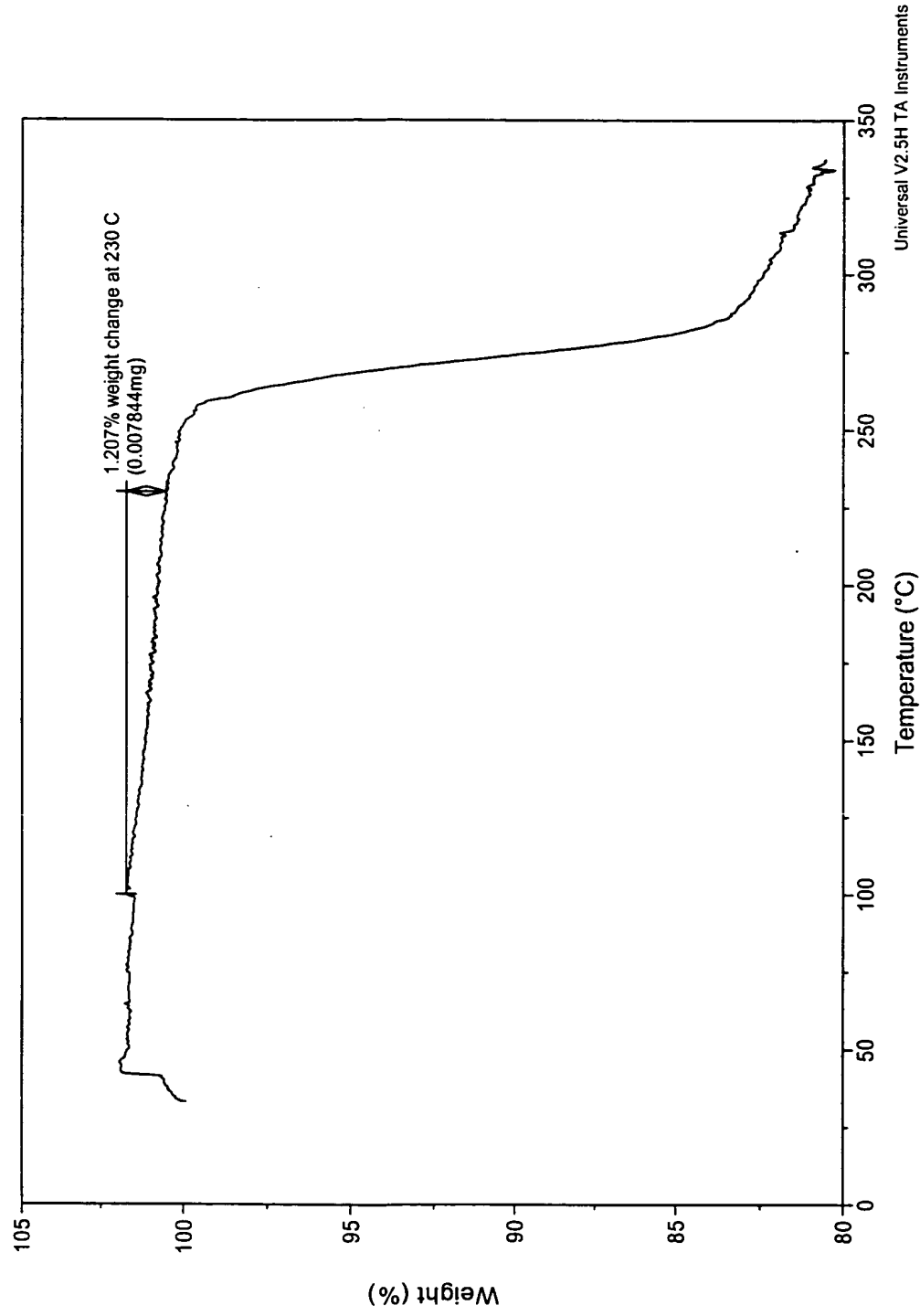


FIG. 22

IR Spectrum, Nicolet model 860 FT-IR

Acquisition Parameters

Collection time: Thu May 11 12:56:27 2000
 Number of sample scans: 256
 Number of background scans: 256
 Resolution: 4.000
 Sample gain: 8.0
 Mirror velocity: 0.6329
 Aperture: 100.00

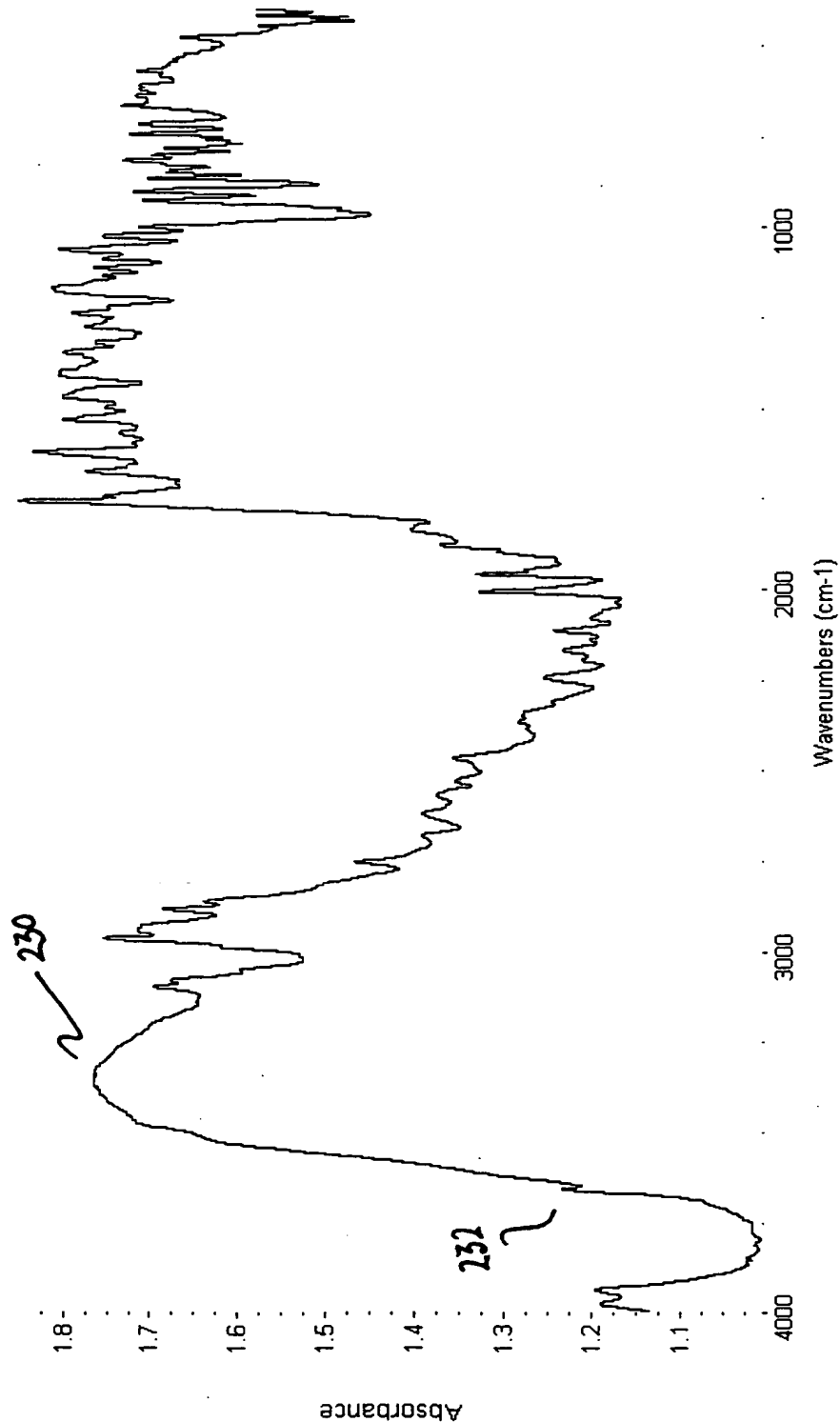


FIG. 23

201220-50025001

Raman Spectrum, Nicolet m d 1860 FT-Raman

Acquisition Parameters

Collection time: Thu May 11 13:32:48 2000
Number of sample scans: 128
Number of background scans: 0
Resolution: 4.000
Sample gain: 32.0
Mirror velocity: 0.3165
Aperture: 59.00

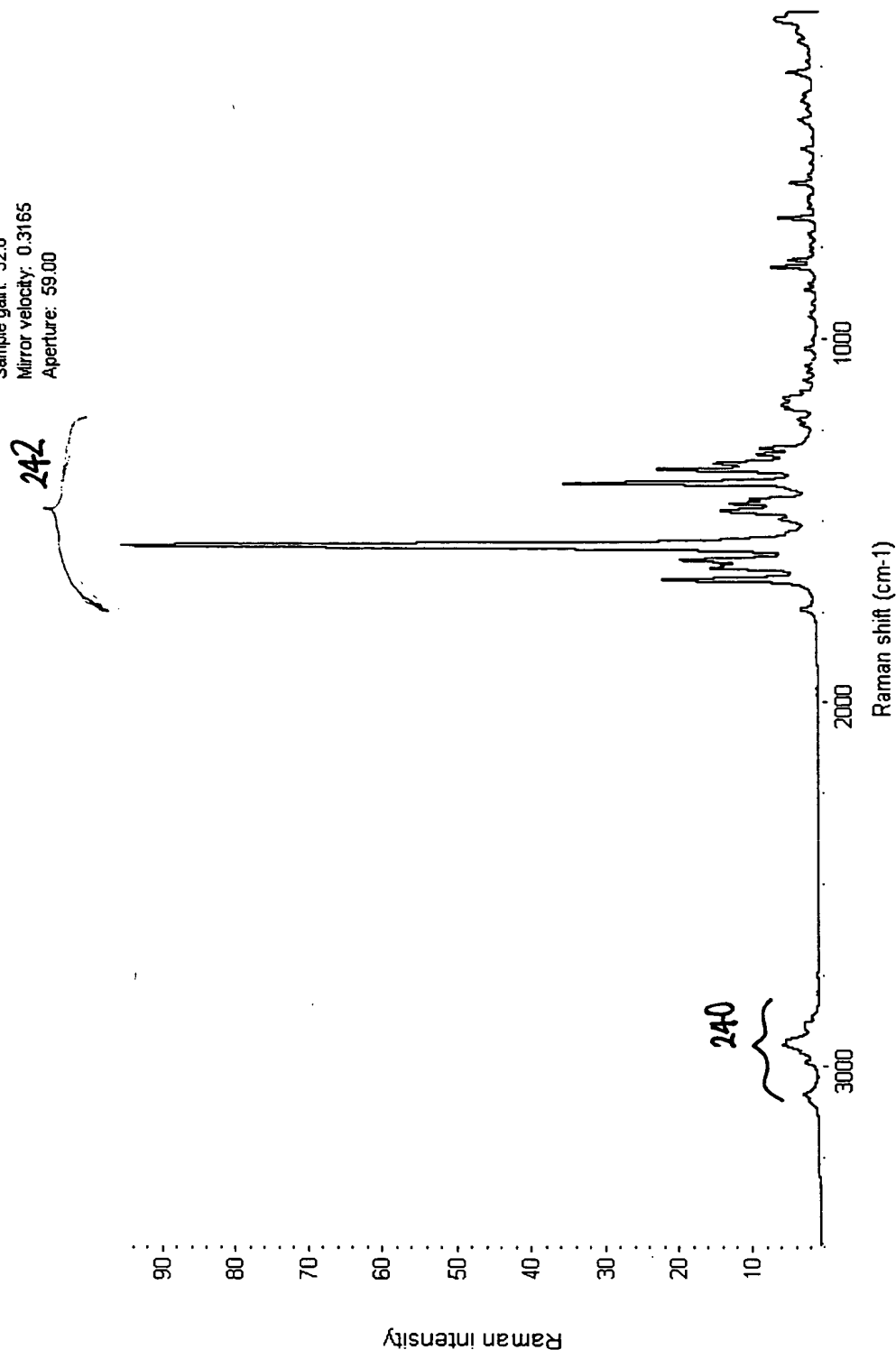


FIG. 24

20120701 00025001

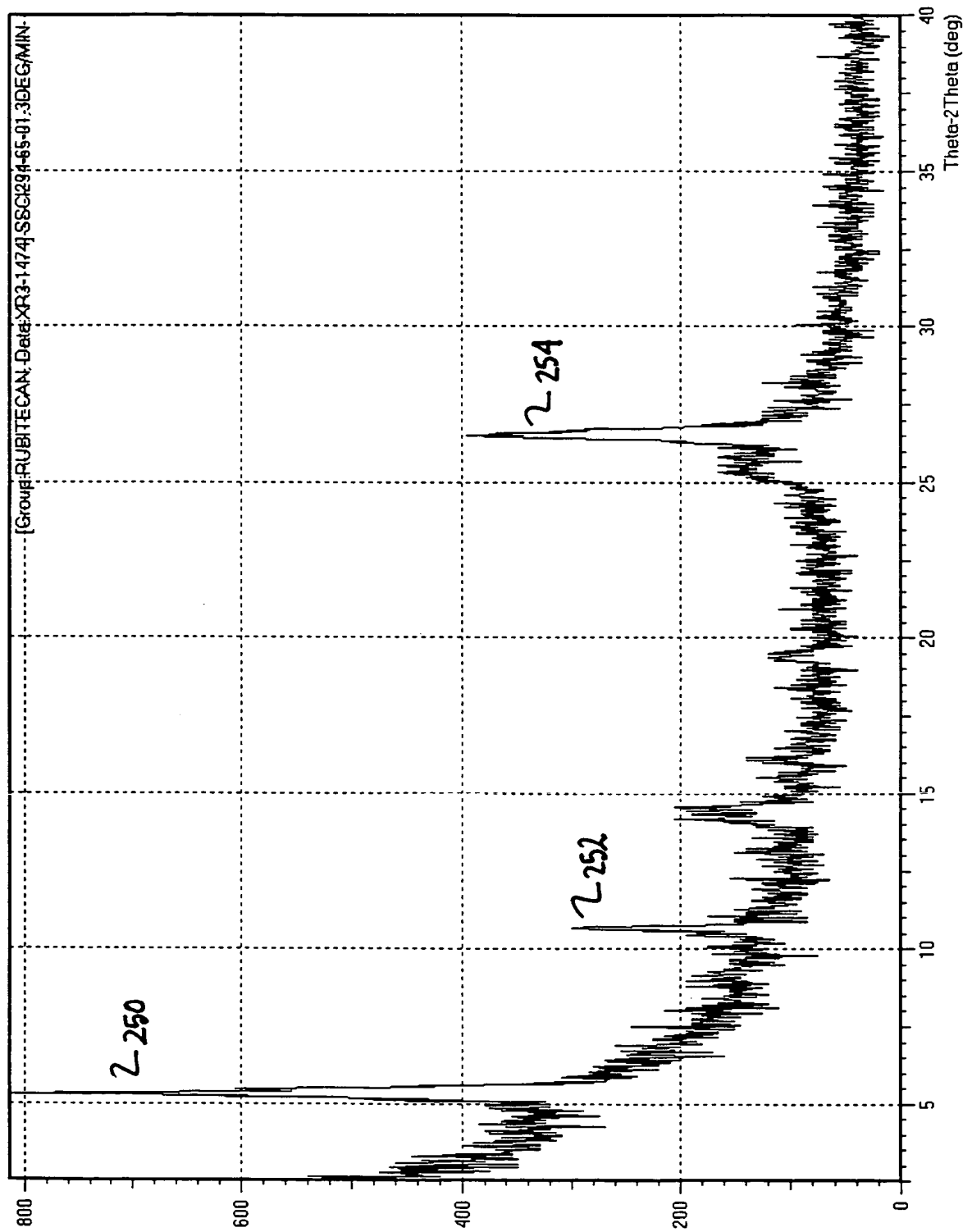


FIG. 25

447300" 6003500T
DSC (bottom) and TGA (top) of Rubitecan Form G.

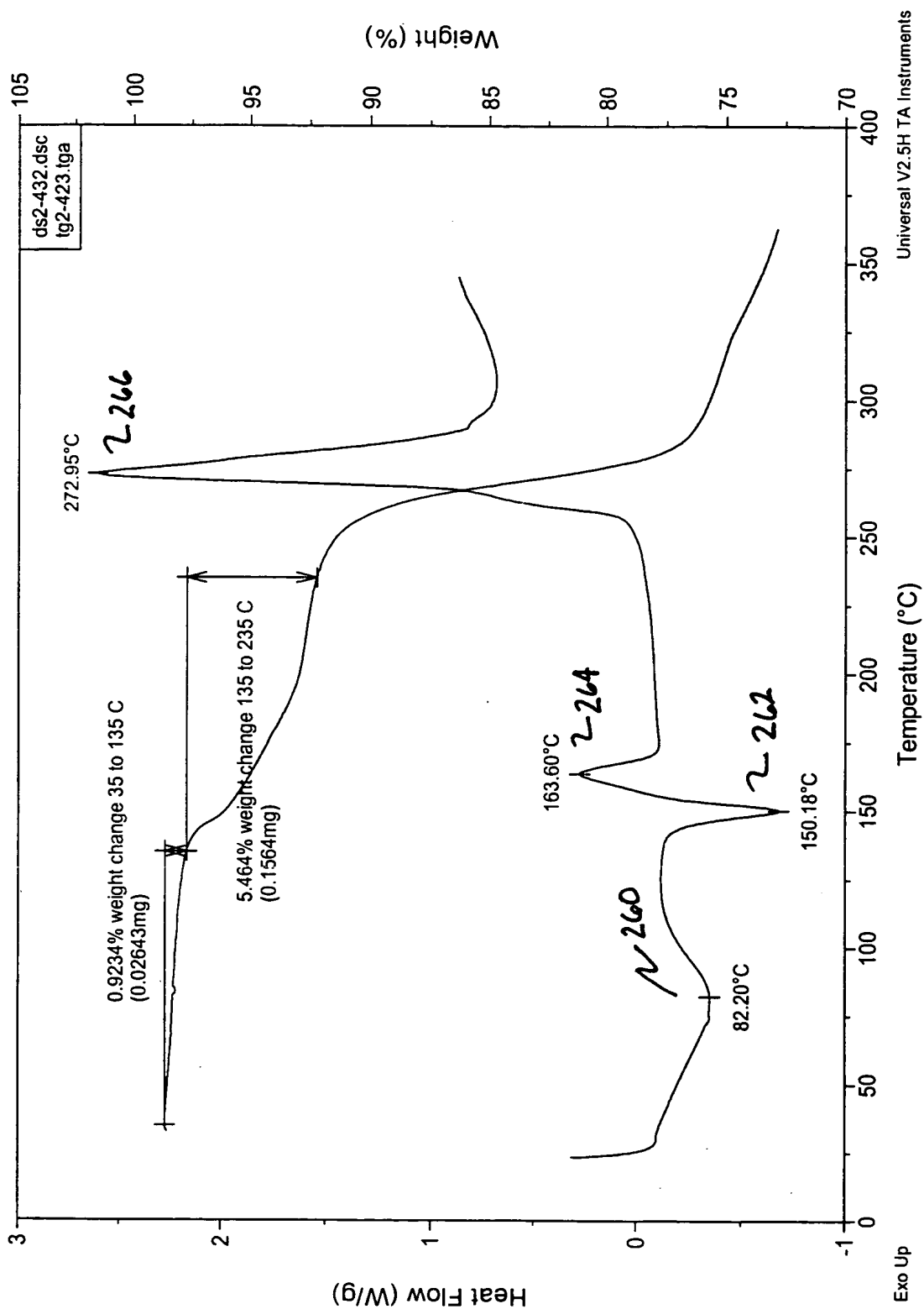


FIG. 26

IR Spectrum, Nicolet model 860 FT-IR

Acquisition Parameters

Collection time: Thu May 18 20:28:17 2000
 Number of sample scans: 128
 Number of background scans: 128
 Resolution: 2.000
 Sample gain: 8.0
 Mirror velocity: 0.6329
 Aperture: 69.00

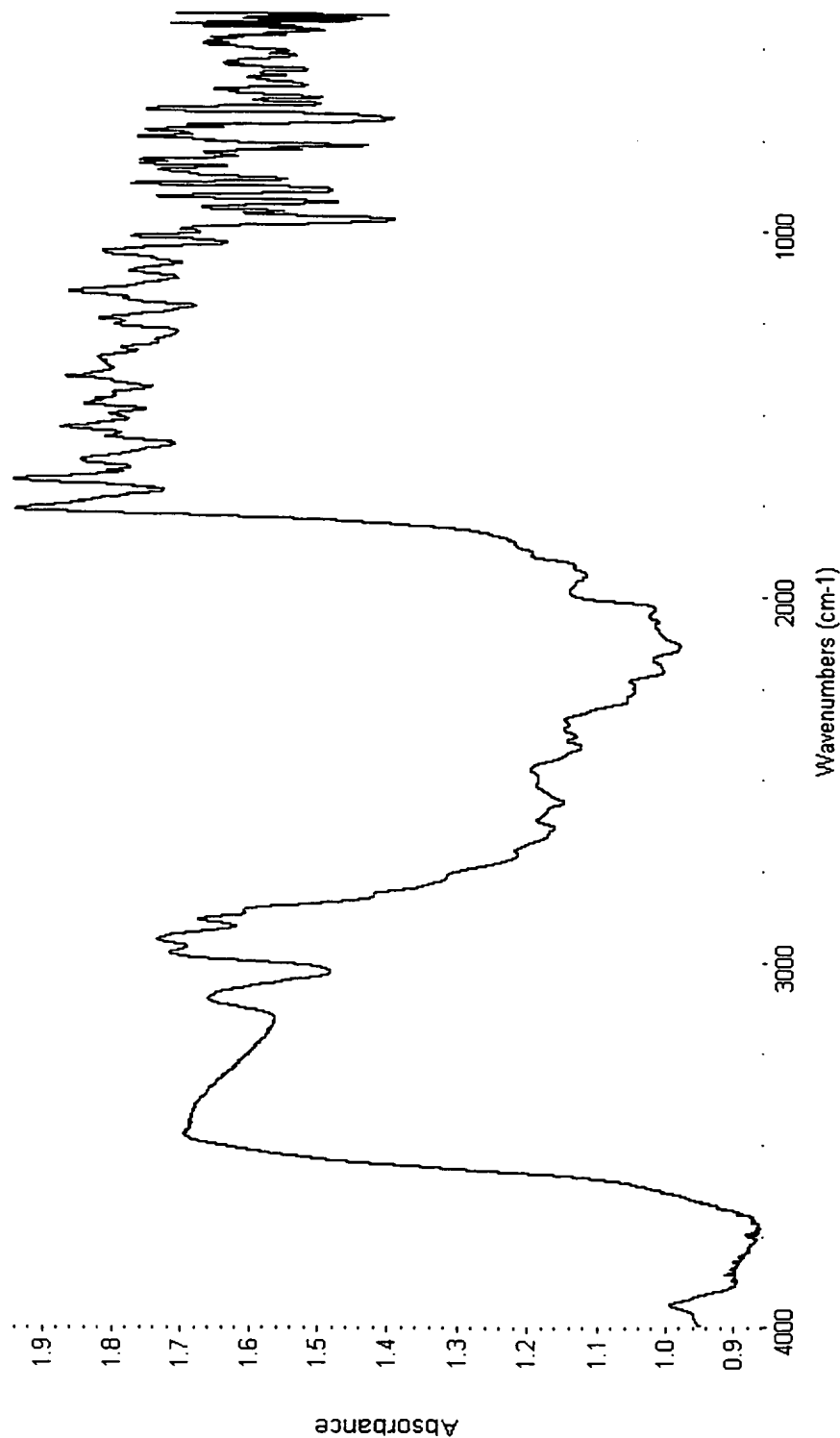


FIG. 27

Raman Spectrum, Nic let m del 860 FT-Raman

Acquisition Parameters

Collection time: Thu May 18 21:09:50 2000
 Number of sample scans: 128
 Number of background scans: 0
 Resolution: 4.000
 Sample gain: 4.0
 Mirror velocity: 0.3165
 Aperture: 59.46

282

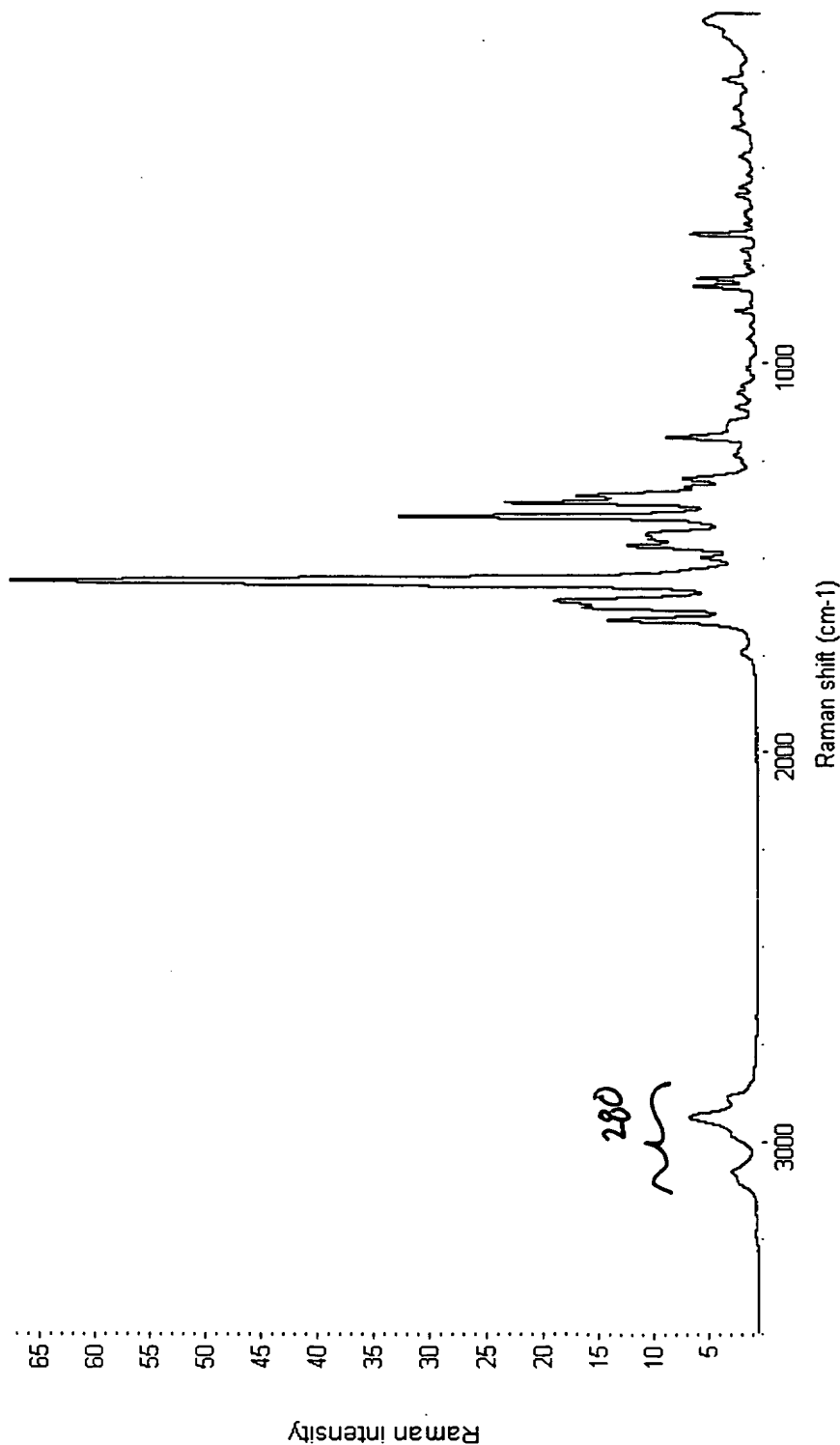


FIG. 28

XRPD Patterns of Rubitecan Solid Forms Containing Amorphous Material.

*** Multi Plot ***

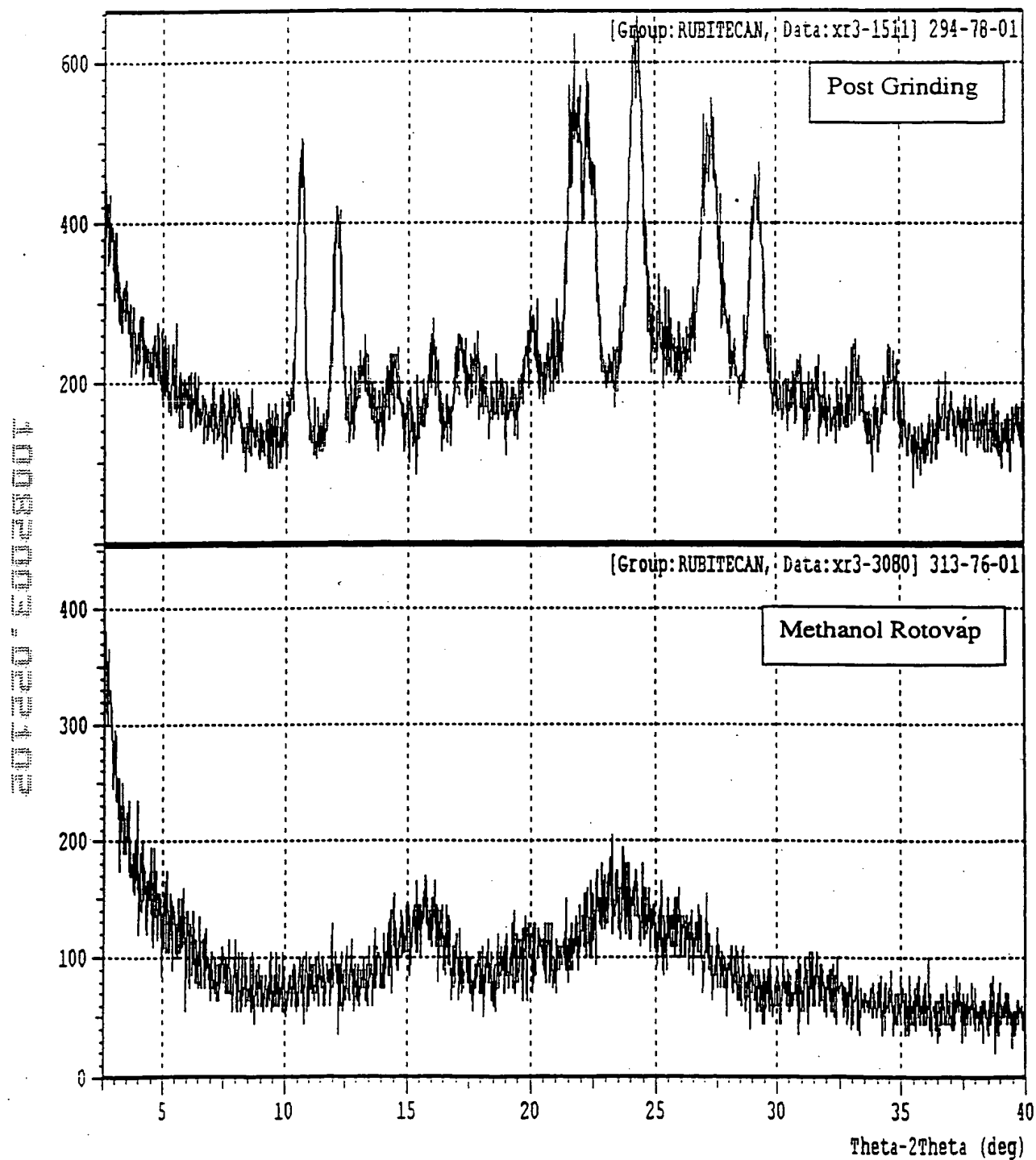


Fig. 29